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ABSTRACT

The teacher's handbook provides goals, objectives, and teaching strategies helpful to secondary teachers in supplementing existing law-related curriculum materials in the social studies classroom. Intended as a means of actively involving students in a study of law, the first section presents 19 lesson plans and selected student resources for use in grades 6-8. Topics include crime rate, the misuse of authority, authority and police, freedom of the press, authority and the courts, accessory to a crime, fair trial, student rights, responsibilities, and citizenship. The second section provides 26 lesson plans for use in grades 9-12. Topics include police methods, amendments, slavery vs. freedom, shoplifting, foreign policy, law vs. conscience, urban crime, euthanasia, and the electoral college. For each topic in sections I and II, the following information is given: course into which the topic might be integrated, topical questions, time, required materials, resource people, rationale, content, objectives, procedures, assignments, and evaluation. Teaching strategies include newspaper article analysis, class discussion, assigned readings, mock trials, drafting of hypothetical laws, role playing, class visitations, map analysis, case studies, film and slide viewing, document analysis, group work, and educational games. (Author/DB)

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INVOLVEMENT

ED137159

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A PRACTICAL HANDBOOK FOR TEACHERS ON LAW-RELATED METHODOLOGIES

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SE009860

JULY, 1976

Produced under the Auspices of the Maryland State Bar Association

In this publication, great care has been taken to avoid sexual stereotyping and to acknowledge each individual's character and rights. Gramatically, standard English usage has been followed, with the masculine pronoun used to refer to singular antecedents.

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PREFACE

If the Constitution and the Bill of Rights were put to a vote today, pollsters tell us they would not be adopted. Indeed, one survey found that "many people not only did not recognize the Bill of Rights, but, without the benefit of its title, described it as 'Communist propaganda.'" A poll conducted by the Education Commission of the States reveals that almost half of the 17-year-olds queried did not understand the principle underlying the Supreme Court's decision to ban prayer in the schools. Without an adequate understanding of the legal system American youth cannot be effective citizens. However, if the laboratory for learning is the traditional Civics classroom, and if our own recollections of the effectiveness of rote is to serve as a guide, we can look forward to a future citizenry as uninformed, cynical, and nonanalytical as the present generation.

For this reason, Peter Bensinger, former Executive Director of the Chicago Crime Commission, concluded that "the school is the place to start to deal with delinquency. The home and the school together represent our greatest major resources for learning and for education." This statement was reinforced by Richard W. Velde, Administrator of the LEAA when he said "Such education (law related) is a vital response to a growing crisis in our society, not just a "nice" thing to do. Misapprehensions concerning the law that are held by our young people can be corrected by modified school curriculums."

On Monday, February 16, 1976 in Washington, in remarks before the National Association of Secondary School Principals, President Gerald Ford in support of law-related education, made the following statement:

"Today we are faced with another urgent program or problem in our Nations' development."

"It is apparent that many citizens are uninformed or, worse, unconcerned about the workings of the Government and the execution of their laws. Young people, in particular, appear cynical and alienated from our Government and our legal system. Too many Americans see the law as a threat rather than as a protection. Too few have been taught to understand the way laws are created and administered and peacefully changes."

"In 1971, the American Political Science Association reported that courses presented in this area are naive, and use a romanticized approach. The American Bar Association found civic students to be widely alienated by platitudes and chauvinism and the methods of learning by rote."

"We cannot perpetuate our value system merely by telling our children that it is good. We can only assure its future by educating our children to admire its strengths, correct its faults and to participate effectively as citizens as they mature and become a part of our active adult society. Only then will they understand why our social values are worth preserving even though much in our society has changed. Only then will they understand why we still hold these truths to be self-evident."

INTRODUCTION

During the past year, one-hundred and fifty kindergarten through twelfth grade teachers and administrators participated in Law-Related Education workshops. There were also twelve high school juniors involved in the training aspect of the program. These teachers and students were asked to develop lesson plans that could be used in their own classes and in the classes of other teachers who were interested in implementing them. After much writing, re-writing, revising and editing, this book is the culmination of those workshops.

Ideally, of course, it would be far more effective to have every kindergarten through grade five teacher and every social studies teacher participate in a law-related education workshop. This is certainly a high goal to which the staff of this program is dedicated to accomplishing. Yet, the reality is that in all probability it will be impossible to achieve. This book you have received is the alternative to this training.

We feel that this tool in the hands of a competent teacher can lead to many useful classroom hours of law-related activities. Many classroom teachers have spent a good deal of their time and energy developing workable classroom plans that can be adapted to a variety of situations.

This volume does not pretend to nor wish to replace any curriculum now being utilized in any local education district. Rather, it is seen as a supplement to activities and lessons you are more than likely already teaching your students.

We see the *Involvement* book strictly as an enrichment to existing curriculum materials.

The format of the *Involvement* book in Volume I and Volume II are exactly the same, except Volume I deals with elementary school focused lessons and Volume II focuses in on secondary classrooms. In each volume, the Law-Related Education Program's goals and objectives are followed by a series of teaching strategies culled from a wide variety of sources, and many original techniques never before in print.

The Elementary (Volume I) lessons plans are separated into three sections. The first section is devoted to primary lessons (K-2). The second part deals with plans developed for the intermediate grades (3-5). And, the final section are those plans developed by secondary school students, trained by the program, to be utilized in grades three through five.

VOLUME II (Secondary level) is broken down into two parts. The first has a middle school (6-8) focus, and the second devotes itself to high school (9-12) lessons plans.

If this handbook becomes useful to classroom teachers in implementing law-related studies, then the Maryland State Bar Association will feel it has served its purposes in publishing these volumes. The only true measure of this success is that you, the classroom instructor, use it.

THE LAW-RELATED EDUCATION PROGRAM FOR THE SCHOOLS OF MARYLAND

GOAL

The Maryland State Department of Education and Maryland State Bar Association, in cooperation with local education agencies, are desirous of implementing a law-related education program designed to improve teachers' and students' knowledge and understanding of the fundamental principles of law and legal processes of the justice system, thereby fostering a more constructive attitude toward the role of law, lawyers, law enforcement, courts and the correctional system in the American Democratic society.

OBJECTIVES

A. Participants and students will analyze the functions of the legal justice system in a free society based on the rule of law and develop supplementary teaching units for use in new and existing programs.

To facilitate the attainment of this objective, the project will:

1. Develop community support and assistance through the cooperative involvement of bar and barristers' associations, law enforcement agencies, the courts, community groups, and professor of law, political science and other social sciences from logal colleges and universities in prevention of juvenile delinquency.
2. Provide classroom teachers with training in substantive law and related classroom strategies.
3. Assist classroom teachers in developing a legal justice personnel resource and visitation program.
4. Work cooperatively with the Maryland State Department of Juvenile Services in order to demonstrate that juvenile offenders have an increased knowledge of their basic legal rights over a period of three years.
5. Involve high school students in a summer workshop by working with legal services persons for the purpose of engaging in peer teaching projects and teacher training demonstrations.
6. Publish and disseminate to school systems in the state of Maryland a manual of law-related teaching strategies and a series of instructional plans suitable for integration into existing social studies curricular programs.
7. Refine, field test and publish curriculum materials related to the juvenile and criminal justice system and local Boards of Education students' rights and responsibilities documents in order to assist local education agencies in integrating these topics into their established programs.

B. Participants and students will increase their substantive knowledge of the legal, political and educational institutions of our constitutional democracy and of the fundamental values, processes and principles on which they are based.

To facilitate the attainment of this objective, the project will:

1. Involve criminal justice personnel in workshops to inform classroom teachers about the justice system in practice.
2. Introduce educators to the rationale and goals of law-related education and solicit their involvement in the activities of the project.
3. Expose educators to both the theory and practice of law-related education through awareness conferences.
4. Implement a workshop program for teachers, administrators and students, designed to give them the knowledge and skills necessary to implement law studies in the schools.
5. Employ an evaluation document designed to assess levels of knowledge of the legal system prior to and after instruction.

C. Participants and students will exhibit an increased awareness of the role of a citizen in our constitutional democracy, including an understanding of, and commitment to, the exercise of the rights, privileges, and responsibilities of citizens.

To facilitate the attainment of the objective, this project will:

1. Implement a workshop program for teachers, administrators and students designed to foster a more constructive attitude toward the justice system in America.
2. Employ an attitudinal survey designed to assess changes in attitudes as a result of involvement in the activities of the project.
3. Implement studies of legal and political education for students from kindergarten through twelfth grade, keyed to such concepts as freedom, authority, criminal justice, juvenile justice, privacy, property rights, and responsibility.

D. Participants will increasingly employ jurisprudential instructional methods to facilitate pupil understanding of democratic processes and procedures as a preventative to juvenile delinquency.

To facilitate the attainment of this objective, the project will:

1. Develop the following teacher competencies:
   a. Questioning tactics (Socratic method)
   b. Individualization of instructional techniques
   c. Role-playing, simulation and debriefing techniques
   d. Application of inquiry and jurisprudential techniques
   e. Utilization of case study approach
   f. Utilization of attitudinal assessment devices
   g. Organization of debriefing of field trip experiences
2. Facilitate development of means of integrating law-related activities into the existing K-12 program (curriculum)
3. Involve participants in instructional activities which could be used in elementary and secondary classrooms.
4. Enable participants to increase their knowledge of law-related materials and promote their use through the creation of a loan system by the Law-Related Education project.
5. Require the development of supplementary curriculum materials related to the law.
6. Foster follow-up teaching activities by asking workshop participants to sign a contract stating that an established amount of time (ex., 60 hours) be devoted to law-related activities during a specified time period.
7. Employ an assessment device designed to measure teachers' use of instructional strategies such as role-playing, and inquiry, and case studies.

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x

Dear Educator:

We are very pleased to make available to you the following handbook. This publication should be a source of great pride for Maryland educators and lawyers, as it is clearly the product of a coordinated effort and we believe it to be a most useful tool. It has been developed to serve as a beginning in the law education effort in the State of Maryland. We sincerely hope that the handbook will be a useful and important asset to you in your teaching endeavors.

The Maryland State Bar Association, through its Citizen's Advisory Committee for Law-Related Education, which we have had the privilege of chairing, wishes to thank the many teachers, administrators, members of the Young Lawyers section and the staff of the Law-Related Education Project for their efforts in writing, revising and bringing Involvement to publication.

For the Citizen's Special Advisory
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November 17, 1976

The Maryland State Bar Association fully supports the fine efforts being made today to educate our youthful citizens in the role of the law in our society. It is in this spirit that we hope our contribution in providing for the publication of this volume of INVOLVEMENT will be a useful aid to classroom teachers in instructing their students in the law.

We strongly feel that this book symbolizes what can be accomplished if attorneys and educators work together to help create a more informed and knowledgeable citizenry.

James H. Cook
President

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ACKNOWLEDGMENTS

The Law-Related Education Program for the Schools of Maryland would like to extend a special tribute to Joan Baraloto and Lilian Martin, for their fine professional editing of this handbook.

A special thanks is also given to Patricia Burke, Judy De Berry, Linda Smith and Joan Spencer who typed (and re-typed) this book.

A NOTE FROM THE STAFF

As noted in the title, this handbook was created by the Law-Related Education Program for the purpose of assisting teachers in actively involving students, lawyers, judges, police and other community resource people in the study of law-related topics in the schools of Maryland.

Hopefully this will be the beginning of the "new" civics instruction in our state, one in which students will become active participants in a relevant and exciting study of the institutions that permeate their daily lives from birth to death.

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SECONDARY

LESSON PLANS

MIDDLE SCHOOL

LESSON PLANS

Why Law Day?

In and of itself, Law Day is a fine idea, but we feel that studying about the law is far too important to be contrived as an annual event. Learning about the law should be an on-going part of a students education. To this end, the following lesson plans have been developed by classroom teachers for their students and for other teachers who are willing to adapt them for their own use.

We suggest that you look at these lesson plans as ideas that could be incorporated into your present program, not added on or "covered" during the school year. Ask yourself "Where does law-education naturally fit in?" We believe you will not have to search too long to find that you are already doing many law-related lessons, and hopefully, this volume will assist you in enriching and improving your classroom lessons.

Replication of these lesson plans may be made without permission, provided proper credit is given. Please use the credit line below.

Reprinted from Involvement: A Practical Handbook for Teachers on Law-Related Methodologies, edited by Donald Vetter and Gerard Paradis of the Law-Related Education Program for the Schools of Maryland, Westminster, Maryland, copyright, 1976.

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Grade: 6-8

Topic: Crime rate

Topical Questions: What are causes of crime?
How does crime rate affect citizens?

Time: 4 - 5 class periods

Materials:
1. Charts, transparencies showing crimes, and statistics related to each crime.
2. Crime-related newspaper stories.
3. Crime-related pictures of drawings.

Resource People: Police officers, crime news reporter

Rationale: Students, through identification of crimes, can suggest probable cause of crimes and affecting factors which result from the crime rate.

Content: Students are given crime reports and crime statistics to analyze for possible causes. Students consider how it feels to become a victim of a crime through active demonstrations. The needs and interests of a community are investigated relative to crime rate.

Objectives: At the end of this lesson, students should be able to:
1. Identify offenses which are crimes.
2. State factors which are forcing crime rate up.
3. Brainstorm other causes of crime.
4. Discuss why crimes are committed.
5. Identify and give reasons for specific crimes.
6. Discuss affecting results of crime rate.
7. Discuss ways crime is relative to community environment and law enforcement.

Procedures: After discussing and defining crime.

1. The teacher shows crime statistics or headlines from crime articles.
2. He discusses with students where, how (conditions), and who committed the crime.
3. They list crimes which occur most often and/or which receive most attention.
4. They describe specific crimes and who is involved.
5. They discuss why crime rate is up, is going up, or is on an increase.
6. The teacher distinguishes between high crime areas and low crime areas related to population, geographic location, economic conditions, etc.
7. Students brainstorm and post a list of crimes by rank in severity of act and the results.
8. Students select specific crimes and list at least five reasons for each (shoplifting, runaways, truancy, burglary, etc).
9. Students define and discuss humanism as it relates to crime.
10. They use the newspapers to locate current crime stories, legislation.
11. They use periodicals to watch follow ups on crime reports.
12. Students state several things that can be done about crime rate.
13. The class builds a crime-related word bank.

Evaluation and Assignment: The teacher tests or measures through selection of several of the following activities for a large group and/or small group/individual:

1. Students list and post causes of crime.
2. Using a created crime poster, students create the background of the crime, the offender, and the victim using dramatizations, story writing, or narration.
3. Students select a crime story and create a poster or collage.
4. Students make up a story or play about people involved in crimes:
   The Life and Times of Willie the Window Smasher
   It's My Thing: Ten Speeds
   Yummy, the Lunch Yanker
   A Day in the Life of Bruiser
5. In groups, students list all possible reasons why people commit crimes and write down on a filmstrip.
6. The class creates a graffitti crime wall showing causes of crime. Students review the crime wall and select the most important reasons.
7. Several students interview citizens for crime effects.

Grade: 6-8

Topic: The Misuse of Authority

Topical Questions: How can authority be misused? In what ways can misguided authority violate our basic rights?

Time: 2-3 class periods

Materials: *Asian World Inquiry Series,** student script, tape and recorder.

Rationale: This lesson demonstrates the possible use and misuse of authority in "Old China" and "America, 1975." It will also offer the opportunity to compare the working of the law in "Old China" and "America, 1975."

Content: The students read two case studies in *Asian World Inquiry Series* to gain information about law and the use of authority in "Old China." They then role play a trial that may have taken place in China. The students are presented three cases that could possibly occur in their school community and are asked to analyze the three cases and compare them to Old China.

Objectives: By the end of the lesson, students will be able to:

1. State some of China's ancient laws.
2. Analyze, compare and contrast ancient Chinese law with modern American law.

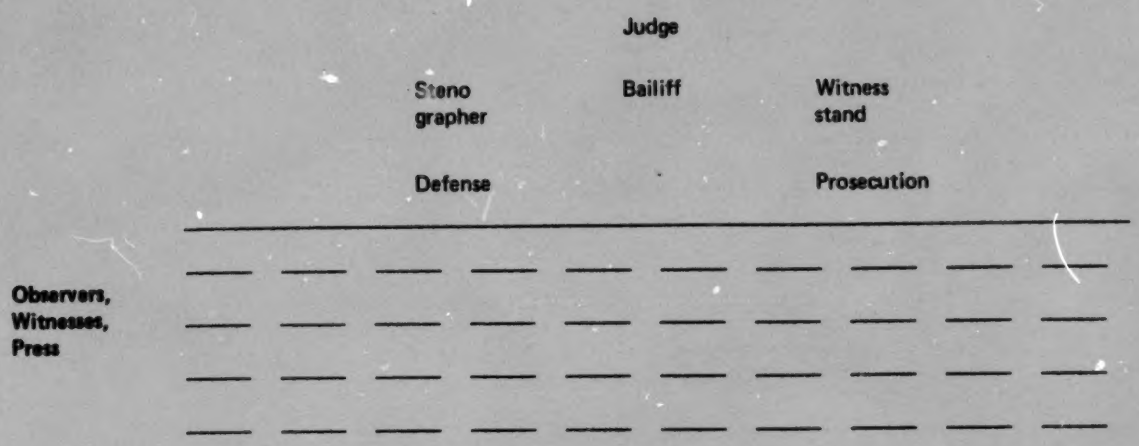
Procedures:

1. Students read "A Lucky Person," pp. 63-65 and "Law in Old China," p. 66 in *Asian World Inquiry Series.*
2. Students divide themselves into groups of six to eight to create a mock trial, based in part on the case studies they have read.
3. When creating the mock trial students are as resourceful as possible. One possible design would include:
   a. a judge (nobleman)
   b. defendant
   c. guards
   d. vilagers, elders, leaders
   e. witnesses
   f. observer
4. In creating the mock trial, the groups write a complete script, make notes, or just ad lib.
5. Students record their enactment of the trial on tape, describing setting, background, or any other elements.
6. The group presents the recording and a list of the characters and actors to the teacher who selects the best for a classroom enactment.
7. After reviewing the various trials the teacher selects one for an in-class enactment.
8. The teacher sets the classroom up for the student enactment in a way to reflect the authority of the time.
9. The class analyzes the situation:
   a. How was justice dealt out?
   b. Was the judge fair in his treatment of the case?
   c. Were the defendant's rights violated according to American standards?
   (These are just samples of what could be investigated by the class after class period 1)

* World Studies: Asia, McKeown, Addison-Wellesley Publishing Co., 1969.

Class Period 2:
(This phase deals with authority and law as it appears in the school community.*)

1. The teacher explains to the students that they will be role-playing as defendants, judges and prosecutors in "America 1975". (Set classroom up like court room:)



2. Teacher divides students into three teams which have:
   a. 1 defendant
   b. 1 defendant's lawyer
   c. 1 judge
   d. 1 prosecutor
   e. observers

3. Each defendant, his lawyer, and prosecutor receive a card with the following information: name, what crime is alleged and a plea. They must then prepare their case. (See three cases)

CASES

One: You are Sticky Lynn, who was caught shoplifting make up and other beauty aids from Beauty Most. You are from a poor family but a beautiful girl who was only trying to be attractive like your friends. Plead guilty.

Two: John Sip, age thirteen was arrested for drinking Boone's Farm Wine on his way home from a party with his friends. You believe that the police are out to get young people since a car load of drunken adults had been racing and weaving up the road for the past ten minutes.

Three: Sally Tennis was arrested for possession of stolen property. When arrested she had in her possession a Head racket, a Billy Jean King tennis dress, and shoes worth $50, all of which she paid a girl friend $15 for. Sally says her friend's uncle used to own a sporting goods store and thought it was just a good deal, especially since she loves tennis and only gets $30 a month for allowance. She is pleading guilty.

(* The activities for class period 2, are based in part on *Teaching About the Law,* by Ronald R. Gerlach and Lynne W. Lamprecht, Cincinnati,: W.H. Anderson 1975)

4. Each judge is responsible for deciding one of the following sentences or verdicts:
   a. Sentence the individual to jail.
   b. Place the person on probation.
   c. Dismiss the charges against the accused.
   (Judges should give reasons for their decisions.)

5. A student bailiff introduces the judge, defendant, and reads the charges.

6. The defense enters, the pleas and the case should then be tried.

7. At the conclusion of each case, the judge renders his decision and reasoning behind the decision.

8. The observers at the end of each case should answer the following:
   a. What, if any, crime was committee?
   b. What defense was offered?
   c. What were the prosecution's arguments?
   d. What were the judge's decisions and reasoning?
   e. How do you feel about the sentence and/or verdict?
   f. What verdict would you have found and what is your reasoning?

9. At the end of the three cases the class has discussion time when the observers give their views of the findings.

Class Period 3:
(This phase involves an analysis of the two legal systems.)
Some possible ways of accomplishing this would be:
1. A hypothesis of how the American cases would have been handled in Old China and vice versa.
2. An evaluation of the fairness of the two systems.
3. Discussion of the rights granted by each system.

Follow up:
1. Students view an actual trial in a District Court.
2. Guest speakers such as judges, lawyers, police, and pretrial investigator, visit the class.
3. Teacher shows films on the subjects such as shoplifting.

Grade: 6-8

Topic: Formation of colonial laws

Topical Question: How did the Plymouth settlers plan for protection and mutual respect for rights?

Time: 2 class periods

Materials: Paper, pencils

Rationale: It is important for students to identify that a need to have rules for governing a society existed 350 years ago, in Plymouth, just as it does today.

Content: Students will view the founding of Plymouth colony and understand why the colonial leaders decided to make a plan for government. Students will decide what kind of laws they think are necessary to live in a strange, new land.

Objectives: At the end of the lesson, students should be able to:

1. Determine what they consider to be five important rules to govern a society.
2. Analyze the situation of the Separtatists in 1620 in order to determine the needs of the time.
3. Use their findings as a basis for inquiry into the life style of colonial New England.

Procedures: Class Period 1:

1. The teacher asks students to take out a pencil and paper, and then gives them copies of the following situation and directions:

   "After a leisurely cruise in the South Seas, your ship is caught in a hurrican and driven off course. As the ship pitches wildly in the storm, you lose your balance and fall, your head striking a mast. After what must be hours later, you revive and find that you and four others have become shipwrecked. All of you look over the charts and maps in the cabin of the wrecked ship, but can't determine where you are. All of you agree you may be here a long, long time."

   Instructions:

   On the paper in front of you, write down ten rules you would make to govern your group while you are stranded. If you can't think of ten, write as many as you can.
2. The teacher allows sufficient time to do this, and then breaks the class into groups of five with new verbal directions:

   "Your group has to come up with at least five rules on which everyone agrees. You have _____ minutes to do this. Elect one person to be secretary. Write all responses in pencil."

   The teacher collects the secretary's lists.

Class period 2:

1. The teacher compiles the consensus rules, and makes transparencies. He/she projects them for the class and asks students to describe any problems they had in the group.
2. The teacher then shows an appropriate filmstrip or distributes a textbook that describes the founding of Plymouth. The class reviews the circumstances of the founding.
3. The teacher reads the Mayflower Compact, clarifying unfamiliar words and spellings. After reading this to the class, the class discuss it using the following questions as a start:
   a. What do you think are some of the things the Separatists valued? Why?
   b. How did they provide for their welfare in the document?
   c. How many of your rules are like the rules in the Compact? Why do you think this is so?
   d. Do you think people make rules today for the same reasons they did hundreds of years ago? Why?

Evaluation: The teacher asks students to write a four sentence paragraph telling why people need rules. After completing the unit on colonial New England, the students can evaluate how the Compact got colonial government off to a good start, citing specific examples from their text.

Assignment:

Students list or describe as many instances as they can in which rules are necessary.

Grade: 6-8

Topic: Authority and Police

Topical Questions: What are the duties and responsibilities of the police agencies? Why are laws necessary in our society? Where do police receive their authority to act?

Time: 3 class periods

Materials: *Urban America: Problems and Promises*, W.H. Sadlier, New York, 1971.

Resource People: Members of the Maryland State and local police departments.

Rationale: An atmosphere of declining trust in and respect for authority and an alleged gap between today's youth and those responsible for maintaining the laws of the land, are the catalysts for the following plans and activities designed to provide students with a look at the roles of law enforcement officers and their agencies. This lesson will help to open channels of communication between young people and the police, and the exposure to the personnel and facilities will enable students to make more favorable judgements about individuals committed to protecting them and their right.

Content: The lesson employs role playing, resource visitations, and a field trip to provide first-hand experiences with law enforcement personnel.

Objectives: At the end of this lesson, students should be able to:

1. Name the law enforcement agencies operating in their country.
2. List two areas of responsibility which each agency has in common.
3. List one area of responsibility which differs among the law enforcement agencies.
4. Rank by descending order (ten the highest and one the lowest) the importance of the policeman to society.
5. Write a brief paragraph explaining the ranking of Objective 4.

Procedures:

I. Teachers administer written Pre-test (Note: Also can be used as a post-test)
Students answer the following questions: (Suggestion: less capable students may be paired with more capable students, to read questions and record answers.)

1. what is law?
2. what is authority?
3. are laws necessary? why?
4. where does authority get its source?
5. are all people subject to law and authority? explain.
6. are there a. too many, b. enough, c. too few laws for today's society? explain.
7. is *too much* authority given to police, judges, and the courts? explain.
8. if the people in question 7 above did not have authority, what would be the result?
9. name one law which affects you.
10. name a law which you would like to see changed?
11. what is respect?
12. name five different types of career positions (ex: minister) which you believe people are asked to respect.
13. what percentage of the people in the United States would you say are law respecting?
14. select the words or phrases which you believe best describes law enforcers of today:
    a. friendly
    b. unconcerned
    c. persons to be feared
    d. out to get people
    e. protector
    f. keeper of the peace
    g. unfriendly

II. Introduction

A. Teacher assigns students to role play different situations showing a policeman's activities.

1. Helping a motorist with a tire change.
2. Breaking up a crowd of *loud* adults.
3. Breaking up a crowd of loud teen-agers playing rock music.
4. Apprehending an armed bank robber.
5. Saving the life of a drowning victim.

*See Role Playing Approach; in this handbook.

B. Teacher divides students into small groups to exchange ideas regarding the different roles of the policeman. A recorder is named for each group. The recorder will read the ideas compiled by his/her group to the entire class.

III. Activities

Class Period 1:

A. Pre-Test (See Procedures I)
B. Introduction (see Procedures II).
C. Announcement and explanation of law enforcement visitors coming to speak to the class, on Day 2. Note: teacher may want to have some of the questions, to be asked of the policeman, written out ahead of time. (see "Suggested Preliminary Procedures for Working With Resource People in Law-Related Education.") in this Handbook.

Class Period 2:

A. Presentation by local policemen.
B. Presentation by state policeman.

Format: each officer is given ten minutes to present information on topics suggested by the teacher prior to his visit,

1. Area of his agency's responsibility (have an area map posted).
2. Area of his personal responsibility.
3. Different types of special squads within the department.
4. Requirements for belonging to the force.
5. Benefits he finds from police work. He is also requested to serve as a member of a panel, responding to the questions of the students. Panel is comprised of guest policemen and a student narrator, who directs the questions. See "Panel Discussion Approach," of this Handbook.

Class Period 3:

Field trip. Students will tour a local police department to observe the operation of that facility.

Class Period 4:

Debriefing (evaluation) — Teacher leads a Socratic Dialogue lesson to get the opinions and reactions of the students to the concept of authority. See "Socratic Dialogue Approach," of this handbook.

Class Period 5:

Pre-test (see class period 1) may be re-administered Post-test.

Evaluation:

1. Debriefing (period 4).
2. Written pre-test may be re-administered. (period 5).

Grade: 6-8

Concept: Freedom of the Press

Topical Question: How did the Peter Zenger case point out oppressions of the colonies by England?

Time: 1-2 class periods

Materials: Classroom texts, library/media center

Rationale: One episode in the early American colonies that illustrates the growing discontent with the Mother Country was an issue of the freedom of the press. The famous Zenger case reflected this discontent. Through the use of this case, the students will see the origins of a right that in Twentieth Century America is too often taken for granted.

Content: This case involves a printer who dared criticise the royal governor. When he was taken to court, many believed Zenger not to have a chance. He was found innocent, however. Using current newspapers and resource materials, students will use one method listed below to accomplish the objectives.

Objectives: At the end of this lesson, students should be able to:

1. Analyze the circumstances that brought Peter Zenger to court.
2. Determine how the result of his case would affect the coming Revolution.
3. Relate the importance of freedom of the press and speech to Americans today.

Procedures:

1. Prior to this lesson, the teacher assigns students to bring in a newspaper clipping that is critical of a public official. (The editorial section of the newspaper would be the best source.) The teacher can prepare a ditto of at least one article to use as a total class illustration.

   In class the next day, students analyze the article to determine person and position being criticized, issue under consideration, and the writer's viewpoint. To culminate ideas in this part of the lesson, teacher asks students to identify the "rights" involved in the article (press, speech, and perhaps others).

2. Teacher selects one or more of the following means of presenting the remainder of the material:

   a. Teacher assigns classroom texts to locate information about the John Peter Zenger case. The *Law in a New Land,* Houghton Mifflin* Company is a good source.

      The Law in a New Land presents the background of the case up to the time it goes to jury. At that point, the teacher selects students to assume the roles of judge, jury, Zenger, defending attorney, witnesses, etc. to act out the case. The teacher decides how deeply into the subject he or she would want to go and arranges the number of roles accordingly.

      Students then role play the case and decide a verdict. See "Role-Playing Approach" in this Handbook.

      Critical to this activity is a debriefing that could be centered on questions such as:

      1) What rights were being denied Zenger by the Royal Governor?
      2) How does censorship like this occur today?
      3) How do you feel about censorship?

      See "Mock Trial Approach" of this Handbook.

* Law in a New Land. Trailmarks of Liberty (Houghton Mifflin Co., 1972).

b. A week before this lesson, the teacher selects a group of students to make a skit about the Zenger case. Have them present background materials to the remainder of the students. Then the teacher selects individuals to play the roles of leading characters involved and holds a mock trial. The teacher uses a debriefing situation as in a. above.

c. Teacher selects students to do the presentation using slides and/or tape. The services of the media specialist will help in this approach. Students will need to locate pictures that are descriptive of the Zenger case. On the day of the lesson, students show the slides /tape and have the class act as jury. Debrief as in a. above.

If your class prepares an extremely good presentation, invite other classes to see it.

Evaluation Assignment: Evaluation can be either an objective test or a creative do-at-home activity, such as making a notebook or collage of newspaper and/or magazine articles that reflect censorship, freedom of the press, and freedom of speech.

Grade: 6-8

Topic: Law in Puritan New England

Topical Questions: What type of law system was used in Puritan New England? How would this system fit into today's society?

Time: 1-2 class periods

Materials:

1. The movie, "The Witches of Salem: The Horror and The Hope," produced by Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.
2. Print references:

Alderman, Cliffor Lindsey. *The Devil's Shadow: The Story of Witchcraft in Massachusetts.* New York: Julian Messner, 1972.

Dickinson, Alice. *The Salem Witchcraft Delusion: 1692 "Have You Made No Contract With The Devil?"* New York: Franklin Watts, Inc. 1974

Hansen, Chadwick. *Witchcraft At Salem.* New York: The New American Library, Inc. 1970.

Levin, David. *What Happened in Salem?* New York: Harcourt, Brace and World, Inc. 1960.

Robotti, Frances Diane. *Chronicles of Old Salem.* New York: Bonanza Books, 1948.

Rationale: The era of the Salem Witch Trials brought up many problems and questions of law which are still with us today. One of these questions, "what is really admissable as evidence in a court of law?" is especially relevant for students. The concept of the separation of church and state is also a central theme in this issue.

Content: In this lesson the student is exposed to justice in Puritan New England through the use of a movie on The Salem Witch Trials of 1692. Through the use of value clarification, role playing, and inquiry methods the student experiences the Witch Trials and relates them to their experiences today.

Objectives: At the end of the lesson, students should be able to:

1. Recount the basic story of the Salem Witch Trials.
2. Explain the basis for law in the Puritan society.
3. Explain what "evidence" should really be in a court.
4. Explain the differences between right in Puritan society and the rights in our present day society.

Procedures:

1. Teacher names three students to act as judges for a trial. The three are then sent from the room, with the understanding that they will see the movie later. (If these three are out of the room for the movie, then they must listen carefully to the testimony.)
2. The teacher previews the movie before it is used. (This lesson calls for the film to be shown in three parts, but the individual teacher may decide to alter this.) Part One would be from the opening of the movie until the characters are ready to go to court; Part Two is the courtroom scene where the evidence is presented; and Part Three includes the rest of the film which is approximately one-half hour long.
3. The teacher gives the students a brief introduction to the film, explaining that they will see the film in three parts and that they will have to be able to tell what they saw, as if they were a witness to a crime.
4. The teacher shows part one and stops the film just before the characters go to court. The basic story, or "the facts" are given, and the teacher asks several students to recount what they have seen. (Since eye witness testimony has become an issue in courts today, the more accounts you get the better.)
5. The teacher shows the next part of the film in which the "evidence" is presented. The teacher stops the film and splits the class in half. One half of the class defends the accused and the other half presents the view of the prosecution. When the class is divided, the teacher calls in the three judges, and lets them "hear" the case. (Students should understand

that in Puritan courts there was no jury.) The judges decide the issue before the third part of the film is shown.

6. The teacher shows the last part of the film, prepared for a great deal of student reaction and discussion. The discussion can be tied to present day events. If the discussion slows down, the following guide questions can be used. (These questions can also be used as a homework assignment.)
   a. What freedoms are in question here?
   b. Was the trial fair? Why or why not?
   c. Was the evidence conclusive beyond "a shadow of a doubt?"
   d. Do you think that this experience in 1692 had any influence on the American judicial system? Why or why not?

Evaluation: Students write a two-paragraph essay to be handed in at the next class meeting. In the first paragraph, the students recap the trial as they saw it on the film. In the second paragraph, the students recap the student version of the trial. In the second paragraph, the students give their opinions of the "student judges" verdict, and support their opinion.

Grade: 6-8

Topic: Authority and the Courts

Topical Questions: How do children your age come in contact with the courts? What are some of the penalties which can be imposed upon children between the ages of 12 and 16? What rights, as a juvenile, do you have if you have to go to court?

Time: 5 class periods

Materials: *Urban America — Problems and Promises,* W. H. Sadlier, New York, 1971.

Resource People: Local attorney, director of county courts tours, juvenile court lawyer.

Rationale: Students may be unaware of the total function of the courts, often viewing them as places where "other" people are taken for committing bad deeds. This lesson makes the young student aware of the duties of the courts in relationship to the juvenile who breaks the law.

Content: The students participate in activities designed to give them a look at the courts and the people involved with the decisions regarding children's rights and the penalties for infringing upon the rights of others.

Objectives: At the end of this lesson, students will be able to:

1. List three things which relate to the rights of a juvenile in a court case.
2. Explain the result of the Gault court decision.
3. Name three type activities for which a juvenile might find himself in court.

Procedures: Class Period 1 — *Introduction*

The teacher conducts a Socratic dialogue lesson* based upon the topical questions, soliciting ideas and opinions which the students contribute from their own background.

Class Period 2 — *Explanation and Demonstration*

1. The teacher sets up a court scene, beginning with the police contact, provision of a lawyer, and the mandate by the judge.
2. The teacher then prepares a mock-up of a court scene (not a mock trial) depicting the particulars involved in a court case. Placement of people, paraphenalia, etc., are explained.
3. The teacher rehearses the court manner of spectators and reinforce the fact that the students' visit will require their full cooperation.

Class Period 3 — *Court Visit for Case Observation*

1. The class visits a county district court to observe juvenile proceedings.
2. Prior to the actual entrance into courtroom, the young group should meet and speak with the sitting judge or a representative of the court.

Class Period 4 — *Visit to the Class Members of the Court*

(NOTE: These guests do not have to be the same people who were visited the day before.)

1. Participants invited are a judge, defense lawyer, prosecuting lawyer, legal aid staff member, etc.
2. Each participant is given at least ten minutes to address himself to the following topics:
   a. Seriousness of juvenile crime.
   b. Types of crimes committed.
   c. Penalties for juvenile crimes.

*See "Socratic Dialogue Approach of this Handbook.

3. An open panel discussion follows the presentations, using the students' questions as the basis for discussion.

Class Period 5 – *General Debriefing*

The teacher leads a Socratic rap session to determine student opinions, posing questions to measure the degree to which the objectives are met.

Grade: 6-8

Topic: Society and Authority

Topical Questions: Why do we need rules? Is the need for order universal?

Time: 5 class periods

Materials:
1. *The First Book of the Vikings,* by Louise Dickinson, Rick Franklin Watts, Inc., 1962, pp. 49-54.
2. *"The Saga of Eric the Red"* (Norse sage) or *Leif Erickson: First Voyager to America,* by Katherine B. Shippen, pp. 27-45.
3. *The Sun Dance People,* by Richard Erdoes, Alfred A. Knopf, 1972, pp. 87-90.
4. *The World of Columbus and Sons,* by Genevieve Foster, Charles Scribner's Sons, 1965.
5. *Pilgrim Courage,* by E. Brooks Smith and Robert Meredith, Little Brown and Company, 1962.

Rationale: The need for order and social organization is a part of every society. This lesson is aimed at heightening students' awareness of this concept through the use of historical examples.

Content: This lesson ties together the various parts of the "exploration" – "colonial" periods and serves as an introduction to study law, seventh grade curriculum. After an overview of the exploration period the students examine readings to gain insight into methods of social organization which were part of earlier cultures. Then students draw up rules for Columbus' journey, read about Indian methods for social organization, and examine the Mayflower Compact.

Objectives: By the end of the lesson, students will be able to:
1. Recognize the universality of the need for order.
2. Recognize *compromise* as a necessary tool for law-making.
3. Recognize that law must be flexible to meet the needs of people.

Procedure: Class Period 1:
1. Prior to the social studies lesson, students will have read in language arts either "Saga of Eric the Red" (available in some English books but difficult for some students) or pages 27-45 in *Leif Erikson: First Voyager to America.* (This gives the story of the exile of Erik the Red after he murdered another man.)

2. Students are given copies of pp. 49-54 of *The First Book of the Vikings.*

3. Teacher asks two questions before students begin to read:
   a. Would you say that democracy is a new or an old idea?
   b. What would be a fair punishment for murder?

4. After reading, the students discuss the following questions:
   a. What are the libel and slander laws about?
   b. What are some of the areas of law that Viking law covered 1,000 years ago that are still covered by our laws today?
   c. Do you think that Erik's punishment was just?
   d. Do we have any punishment in our laws that is like "exile"?
   e. Do you think that the Viking people felt that their laws were important? Be ready to tell why.
   f. From whom did the Viking lawmakers get their power?

Class Period 2:

1. Teacher divides the class into two groups. Each group is given the details of preparation for Columbus' first voyage (the number of men, crew, living conditions).

2. Group One's task is to make a list of rules to be followed on board the ship during the voyage – as written by the crew members. Punishments and methods of enforcement must go along with each rule.

3. Group Two's task is the same, except that its list of rules is to be written from the captain's point of view.

4. Each group is given 15-30 minutes to complete the list. One person from each group puts the rules on the board.

5. Questions for discussion –
   a. What is the crew's main concern in making up their rules?
   b. What is the captain mostly concerned about in making up his rules?
   c. Which list has the harshest punishments?
   d. Which rules are the most important? (or list in order of importance.)
   e. Prepare a class consensus list of rules – each group staying in its roles.

Class Period 3:

1. Teacher distributes material from *The Sun Dance People,* by Richard Erdoes, pp. 87-90, "Order Without Law."

2. Questions for discussion:
   1. Why did Indians need no books, keys, or money?
   2. Why do we need locks, keys, and money?
   3. Do you think that under our law "one man is as good as another"? Be ready to give an example of why you feel this way.
   4. Which is the worse punishment: to be put in jail for a month or to have your friends and others laughing at you and making fun of you for things you did?
   5. Why do you think a killing was such an important offense and taken so seriously by the whole tribe?
   6. Do you see any similarities between the punishments for killing among the Cheyenne and among the Vikings?
   7. Indian laws were not written down. Why do you think they were followed?
   8. Do you follow any rules that are not written down? What are they? Why do you follow them?
   9. Do you think that the Indians' method of keeping order would work in our society today? Why? Is our method for keeping order working? Why or why not?

Class Periods 4 and 5:

1. Teacher distributes excerpt from *Pilgrim Courage,* pp. 26-27 (or any other account of signing of the Mayflower Compact).

2. Questions for discussion:
   1. Why did the pilgrims sign the Mayflower Compact?
   2. Who would make laws in the new colony?
   3. Did the Compact set down exactly what the laws were to be?
   4. Do you think the Pilgrims would have had more trouble if they had not signed the Mayflower Compact? What if they had just asked everyone to promise, without signing, to follow the laws. Would that have worked?
   5. Has anyone ever made a promise to you that she or he didn't keep? Have you ever broken a promise? How did you feel in each of these situations?

Assignment:

1. Students construct a time line showing the approximate dates of each of these four readings. They cite their information source.

2. Students make a list of rules that they like to have followed in their classroom and in their school, and defend each rule. (two may work together)

3. Students answer the following questions:
   a. Which of the four groups above is the most "civilized"?
   b. Define what you mean by "civilized."
   c. Which group had the most complicated set of rules?
   d. Which group would you have liked to be part of? Why?
   e. Tell why different groups of people have different sets of rules.

Grade: 6-8

Topic: Privacy: The Home and The Law

Topical Questions: Do authorities have the right to tell individuals what they can and cannot have in their home? (Specifically drugs or weapons). If it is against the law to buy hand weapons or drugs outside the home, should it then be illegal to bring them into the home?

Time: 1 class period

Materials:
1. Copies of laws stating penalties for having drugs or weapons in the home.
2. Newspaper clippings of arrests made and penalties imposed.

Resource People: A policeman who has been previously involved in an arrest at a home where drugs and weapons were confiscated.

Rationale: To show that laws and authority have a control over our lives not only outside the home, but inside also and that the laws were created for our benefit.

Content: Students are asked to treat the issue of the home and authority: Do authorities, rights and controls extend into the home? The students deal with the statement "in the privacy of one's own home."

Objectives: At the end of this lesson, students should be able to:
1. Interpret and appreciate the necessity for the laws concerning drugs and weapons.
2. Determine necessity for those in authority to enter one's home for the purpose of searching for drugs and weapons.
3. Discuss narcotics and weapon confiscation cases in terms of laws stated, after having read various newspaper clippings.

Procedures:
1. The teacher asks students some questions without any other introduction:
   a. "Where do you feel most comfortable?" (Home)
   b. "Why do you feel most comfortable there?" (Nobody can come in, it's private; there I can be relaxed and be me).
   c. "Would you let a person into your home whom you didn't want in it?" (No)
   d. "Under what conditions could someone come in that you didn't want in?" (A criminal or policeman)
   e. "We know then that a criminal would break in during your absence, but why a policeman?" (to question you, to search).
   f. "What about the comfort and privacy we talked about earlier?" (Discussion and different views from many.)
   g. "Do you feel you should be able to do what you want in your own home?" (Yes)
   h. "What about things that are against the law?" (Name some. Discussion. Finally drugs and weapons named.)
   i. "Let's discuss two that you've mentioned-drugs and weapons."
      "Does anyone know anything about the laws concerning the possession of drugs and weapons in the home?" (Students give their knowledge and teacher discusses their sources of information).

2. The teacher distributes copies of law concerning drugs and weapons.
   a. Drug Laws:
      ". . . whoever, having attained the age of eighteen years, knowingly sells, gives away, furnishes, or dispenses, facilitates the sale, giving, furnishing, or dispensing, or conspires to sell, give away any narcotics unlawfully imported or otherwise brought into the United States, to any person who has not attained the age of eighteen years, may be fined, not more than $2,000 and shall be imprisoned for life, or for not less than ten years, except the offender shall suffer death if the jury in its discretion shall so direct." (This could apply to parent and older brothers and sisters.)

"Whoever is in possession of any narcotic drug, other than heroin, except by reason of a prescription lawfully and properly issued, shall be punished by a fine of not more than $1,000 or by imprisonment in the state prison for not more than three and one half years, or in a jail or house of correction for not more than two and one half years. (This could apply to parents, older brother and sister, and the student.)

b. Deadly Weapons:
"The sale, purchase, manufacture, or possession of certain weapons is absolutely prohibited in many states. Included in this category of weapons are the machine gun, bludgeon, blackjack, slingshot, sand club, sand bag, sawed-off shotgun, metal knuckles, switchblade knife, bomb, grenade and molotov cocktail."
"Lessons in Conflict", *Law and Poverty Project.* Boston University, School of Law, Boston, Massachusetts.

3. The teacher requests several class members to read these laws and interpret their meanings orally.
   a. "If it is illegal to be nude outside of the home, is it inside of the home?" (No)
   b. "Why, then, is it illegal both inside and outside the home to have illegal narcotics and drugs." (Much discussion.)

4. A policeman is invited as a guest speaker to talk to the class about interpretation of these laws, and he speaks on his involvement in several incidents related to the laws.

Evaluation: Students role-play a family arrested in a narcotics and weapons case.

Assignment: The class checks daily for incidents in the media involving drugs and weapons for the purpose of making a bulletin board entitled, "Daily Downers."

Grade: 6-8

Topic: Accessory to a crime

Topical Question: Does one have to commit a crime to be held accountable?

Time: 1 class period

Materials: Copies of law involving "Accessory Before the Fact"

Resource People: A local attorney

Rationale: To show how one can be involved in a crime by merely having knowledge of the crime or by arresting the person who committed the crime.

Content: Students interpret the role of the "accessory to a crime" and discovers how the law treats those who are accessories in law-breaking acts.

Objectives: At the end of this lesson, students should be able to:

1. Interpret what can happen if they become accessories to a crime.
2. Interpret what denotes involvement in a crime and what does not denote involvement.

Procedures:

1. The teacher presents the students with the following story:
   Three students decide to steal a guitar, a trumpet, and a saxaphone from the band room at school Another student is leaving school early that day for a dental appointment, and his parents have given him the car to drive to school. They decide to put the instruments in his trunk and have him drop them off at a designated place.
2. The teacher distributes copies of the law concerning "Accessory Before the Fact": "When one person engages in conduct which constitutes an offense another person is criminally liable for such conduct when, acting with the mental capability required for the commission, thereof, he solicits, requests, commands, importune, or intentionally aids such person to engage in such conduct."
3. Students discuss all difficult vocabulary in the law.
4. The teacher divides the class into groups of four or five. The students discuss the law and decide what would happen to the boy who is to transport the instruments from school.

Evaluation:

1. The teacher collects each group's decision about the outcome of the boy if her were to transport the instruments.
2. A lawyer comes to the class to discuss the possible outcome of the case in court.

Assignment: Each student writes an original situation of "Accessory Before the Fact."

"Accessory Before the Fact," *Criminal Law for the Layman.* Inbou and Aspen, Charlton Book Company, Radnor, Pennsylvania.

Grade: 8

Concept: Authority

Topical Questions: What are the relationships of authority when different nations have conflicting interests? What conflicts arise in these relationships? How can these conflicts arise in these relationships? How can these conflicts be resolved?

Time: Three class periods.

Materials: Map of the countries
Country profiles

Rationale: Conflicts between nations often result from a clash of national interests; sometimes they result from the attempt of one nation to exert "authority" over another. In many instances these disputes arise over conflicting interpretations of international law.

Content: Students explore some of the conflicts that can arise between nations and examine various means of resolving disputes.

Objectives: At the end of this lesson, students will be able to:

1. Describe some of the conflicts that arise between nations and the means of resolving these disputes.
2. Identify the need for world organizations in resolving disputes between nations.
3. Learn about issues and positions involved in exploiting the wealth of the sea through role-playing decision makers of various nations.

Procedures: Class Period 1:

1. Teacher presents the following situation:

   The Sea of Plenty is becoming badly polluted. Some scientists predict that living resources (fish, etc.) are diminishing and that there will be almost no edible fish and shellfish within 24 years if present trends continue. An international conference has been called by nations surrounding the Sea of Plenty to consider adopting agreements for resolving their conflicting claims to territorial limits, rights of passage, exploitation of the deep sea beyond continental shelves, etc.

2. As preliminary preparation, the class looks at and discusses the data and diagrams already presented. Students review the basic terms, such as continental shelf, seabed, manganese nodules, territorial limits, etc.

3. Teacher distributes map to the class and explains the situation facing the countries around the Sea of Plenty. Their objective, as representatives of these nations, is to work out fair agreements on the use of the ocean's resources. The basic issues they should consider are:
   a. How far should a nation's jurisdiction extend?
   b. Should there be a national economic zone beyond the territorial limit? if so, how far?
   c. Do nations have the right to pollute the oceans, whether off their own shores or on the high seas? If not, what should be done about it?
   d. Should the ocean be considered the common heritage of the people of the world? If so, should an international organization be formed to regulate the mining of the seas and use a percentage of the profits to foster the development of poorer nations?

   There will be issues between particular countries and the broad issue, of importance to all, of what to do about resources and the deep seabed beyond national jurisdictions.

4. Teacher assigns the countries. Each student should receive all the country profiles. Reading the profiles and understanding the map may be assigned as homework before the game begins.

Class Period 2:

1. Students first meet within their "nation" to consider their objectives and how they intend to pursue them in the coming international meeting (10-15 minutes).

2. The International Conference on the Sea assembles. One student acts as chairman, and the delegates determine their own rules for proceeding. Suggested procedure: Each nation speaks, one student from each nation acting as the spokesman for his country. This may be the Chief Decision Maker or another member of the delegation.

Class Period 3:

1. The countries meet again to determine policies and strategies based upon what has happened at the previous day's international meeting.

2. Negotiating period: Countries may make bargains, agreements, or alliances with other countries for the second round of the international conference.

3. Countries meet individually to determine presentations for the next ICS meeting.

4. Second meeting of the ICS.

5. The cycle of national meetings, negotiations, and ICS meetings can continue until agreement or an impasse has been reached.

Debriefing Questions:

1. What happened in the game? Were all nations able to reach their goals? If agreement was reached, was it in fact fair to all nations?
2. How did the game compare with reality? What changes should be made to make it more realistic? What additional parties or pressure groups might be involved? How would their presence alter the outcome?
3. Do students think the mileage limits should be uniform for all nations? Would that be fair?
4. What will be the consequences for the world if agreement is not reached?

COUNTRY PROFILES

Students must read the profiles of all the countries, not just their own.

Anchovia: Per capita Gross National Product (GNP) $1,000. Twelve-mile territorial limit. Now claims a 200-mile economic zone; that is, the right of all living and nonliving resources.

Insists on right of innocent passage control with Bushland over the Dire Straits. Concerned about oil spills from drilling around the Sea of Plenty and from the giant tankers from Oceana. The breakup of a smaller tanker caused millions of dollars' damage to beaches and wild life. Fishing, especially of anchovies, is Anchovia's major industry – and the catch is diminishing each year. It is also concerned about the depletion of salmon, which spawn up the Salmon River. Oceana's trawlers take huge catches, often within Anchovia's 200 mile limit, which Oceana insists is legal. Anchovia demands a share of profits from exploitation of deep seabed mineral resources, and it also wants an international agency to license manganese nodule exploitation.

Bushland: Per capita GNP $200. Twelve-mile territorial limit. Two hundred-mile economic zone.

A poor, largely agricultural country. Fishing is a major source of protein for its ill-fed people, and the annual catch is declining, which is blamed on Oceans's mass production fishing with advanced technology. What promise to be rich oil deposits have been discovered 125 miles off Bushland's southern coast. But the deposits are located on Petrolia's continental shelf. Petrolia is also drilling there for oil. Bushland wants a percentage of profits from manganese nodules, with their exploitation controlled by an international agency.

Outland: Per capita GNP $150. Landlocked.

Outland's people once controlled all of Petrolia and deeply resent not having any share in the great wealth coming to Petrolia from oil. Outland insists on a corridor to the sea and that all resources beyond a 12-mile limit belong to all mankind and should be placed under a world-wide organization.

Petrolia: Per capita GNP $4,500. Three-mile limit. Two hundred-mile economic zone.

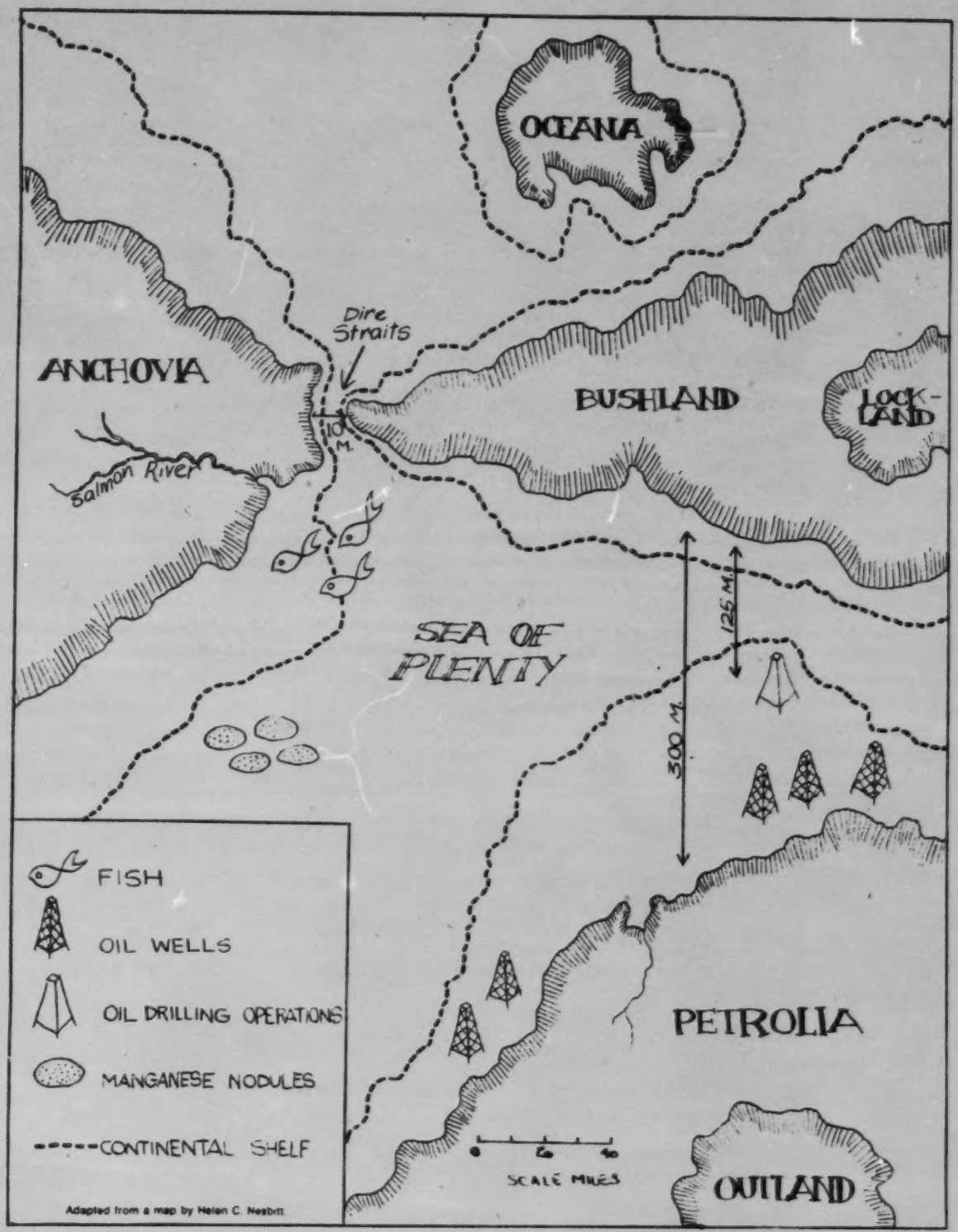
An oil-rich country and rapidly becoming a major industrial power. Its oil had previously been carried on Oceana's tankers, but now Petrolia is building its own naval fleet. It is insisting upon a three-mile territorial limit to insure free transit or noninterference from Bushland and Anchovia for Petrolian military vessels through the Dire Straits. Petrolia soon will have the technology to take manganese nodules from the deep seabed in the Sea of Plenty. It is therefore opposed to economic zones of 200 miles off Anchovia, and it does not want interference from an international controlling agency.

Oceana: Per capita GNP $5,000. Three-mile territorial limit. Twelve-mile fishing limit. Economic zone on continental shelf to depth of 200 meters.

Oceana is a highly developed industrial and military power. Its ships roam the world and fish with the most advanced technology in the Sea of Plenty, especially off Anchovia's Great Banks and Bushland's shores. Its giant tankers regularly bring vital oil from Petrolia through the Dire Straits to keep Oceana's industries rolling. It maintains a naval fleet, including nuclear submarines, in the Sea of Plenty. Free transit through the Dire Straits is essential for Oceana. It is already beginning to take manganese from the seabed at depths of two miles and more, and opposes any effort to control its activity.

Lockland: Per capita GNP $100. Landlocked.

A poor country desperately attempting to find the capital for economic development, it insists on establishing an international agency that will itself exploit all nonliving resources beyond the 12 mile-limit, with profit going to all nations. Such resources are the "common heritage of all mankind," declared Lockland's president.


OCEANA
Dire Straits
ANCHOVIA
BUSHLAND
LOCK-LAND
10 M.
Salmon River
SEA OF PLENTY
125 M.
300 M.
PETROLIA
OUTLAND
FISH
OIL WELLS
OIL DRILLING OPERATIONS
MANGANESE NODULES
CONTINENTAL SHELF
SCALE MILES
Adapted from a map by Helen C. Nesbitt

3-25

Grade: 6-8

Topic: Fair Trial.

Topical Questions: Should everyone be entitled to a fair trial when accused of a crime? Why is it important for everyone to receive a fair trial? Is vigilante justice legal?

Time: 1 class period

Materials: Scratch paper, pencil, story

Rationale: To build awareness of the consequences of vigilante justice and an appreciation of the fair trial system.

Content: In this lesson students are exposed to a situation in which a person is denied his right of a fair trial after being accused of a crime. Students are asked to express their views toward a person being denied a fair trial and the legality of vigilante justice.

Objectives: At the end of this lesson, students should be able to:

1. Identify vigilante justice and its advantages or disadvantages.
2. Identify reasons why a person is entitled to a fair trial.
3. Identify their own attitudes and the values of others, by the way they react to characters in the story.

Procedures:

1. Teacher divides the class into groups of 4-6 people and distributes the worksheets.

WORKSHEET

Part I: Rank each of the characters in the story from most objectionable to the least objectionable (number one being the best, number four the worst.) Write a brief statement explaining each of your choices.

_____ James King (owner of Apache)
_____ Earl Rogers (a drifter)
_____ Sheriff Dan McKay
_____ Art Jones (member of posse.)

Part II: Answer each of the following questions:

1. Everyone is entitled to a fair trial? yes/no
2. Vigilante justice is the best form of justice? yes/no
3. Vigilante groups should be allowed to replace our present police systems? yes/no
4. What are some possible advantages of vigilantism?
5. What are some possible disadvantages of vigilantism?
6. Write your own ending to the story.

2. Teacher reads the story to the class aloud.

STORY

James King, owner of the Bar T horse ranch, reported to *Sheriff Dan McKay* that his prized stallion, Apache, had been stolen. King tells the sheriff that *Earl Rogers,* a drifter, had stolen the horse. King demanded that the sheriff arrest Earl immediately so he could get his horse back. Sheriff McKay told King that he could not arrest Rogers unless he had positive proof that Rogers had actually stolen the horse. He assured King he would begin his investigation immediately. Disappointed by the sheriffs refusal to act upon his request to arrest Rogers, King stormed away saying he would form a posse of vigilantes and make sure Rogers

received his due as a horse thief. (Stealing a man's horse was punishable by hanging.) Sheriff McKay warned King not to act so rapidly. After gathering four other men, King rode out of town to locate Rogers. The posse found Rogers a few miles outside of town. Questioned about the horse, Rogers said he had never been on the Bar T and did not have the horse. King refused to believe this and order his men to string (hang) Rogers up. *Art Jones* one of the members of the posse said, "No! Rogers is entitled to a fair trial! We have not proven that he stole the horse!" Pushing Art to the side, King and his followers went about their business and carried out their act of vigilante justice. Just as a solemn Art Jones was about to cut Earl's lifeless body down from the tree, Sheriff McKay rode up angrily, asking what happened and who was responsible for this act of "justice". He looked at King and informed him that Apache had been found running with a band of wild horses.

3. Teacher instructs students to complete their worksheets individually.

4. Teacher then instructs groups to discuss how they ranked the characters (part I) and their answers to the questions (part II).

5. Teacher leads a discussion with the entire class regarding modern due process procedures that act as safeguards to preventing miscarriages of justice.

Grade: 6-8

Topic: Student's Rights, Responsibilities and Citizenship

Topical Questions: What are the rights and responsibilities of school citizens. What rights and responsibilities do middle school students have? How do these rights and responsibilities effect school life? Why do we have a written document of student rights and responsibilities?

Time: 1-3 class periods

Materials: Copies of the county policy statement on student rights and responsibilities and several blackboard erasers.

Resource People: State Coordinator of Student Affairs, and County Administrator responsible for student affairs.

Rationale: To foster awareness of the concept and tangible documents guaranteeing specific rights and responsibilities to middle school-age students and to correlate the principles to those of citizenship.

Content: The lesson presents the county's policy statement on student rights and responsibilities and explains the document as applicable to middle school students. The lesson introduces the concept of rights, responsibility and citizenship. The document is used to show that in order to guarantee certain rights, certain responsibilities must be accepted. The idea may be extended to show that rights and responsibilities are a part of citizenship, and the lesson may be incorporated into a unit on government.

Objectives: At the end of this lesson, students should be able to:

1. describe the concepts of rights, responsibility and citizenship
2. explain the various articles of the rights and responsibilities document where applicable to middle school
3. apply the codes of the document to determine the legitimacy of certain mock situations.

Procedures:

1. Before examining the document with the class, the teacher defines the concepts of rights, responsibility, and citizenship. The following basic definitions can be used. The teacher helps the class to comprehend the concepts by clarification of class discussions and by examples such as case studies:
   a. Right– that which is due anyone by some just claim.
   b. Responsibility– something for which one is answerable or accountable within the power or control of that individual.
   c. Citizenship– belonging to a community or institution and being entitled to the rights and protection and subject to the jurisdiction of that community.

2. When the teacher believes that adequate meanings have been established for these concepts, he distributes the county's policy statement on student rights and responsibilities to the students. Several areas of the document do not apply to students in the middle school; therefore, it is suggested that the document should be discussed section by section. Students are encouraged to ask questions on the material in these sections. The teacher emphasizes the following purposes for creating the document:
   a. To clarify the law.
   b. To create law where it does not exist.
   c. To replace unwritten codes.
   d. To spell out the due process of school procedures.
   e. To guide teachers in their actions.

Suggested questions for general discussion follow:

a. What purpose does this document serve to school citizenship?
b. Do you see this document as a help or hinderance to the school community? Why?
c. How specific is this document? Is this good or bad?
d. Do you see this code as a "final work" document or a framework for more specific laws? (This idea could later be used to introduce the United States Constitution.)

3. Teacher instructs the students to use pencil, paper, and their copy of the rights and responsibility document, for the next activity. The teacher gives the students five situations to respond to, using the document to make their decisions. Each situation is presented on a ditto, and students respond on paper as individuals. (the following situations may be used or teachers may create their own situations, to make the activity more relevant to local needs).
   a. Clyde has thrown a pebble out the school bus window. It has hit a car and cracked the windshield. The owner of the car has phoned the police. The police have gone to the school to question individuals on the incident.
   b. Lisa is one of 252 students suspended for protesting a school budget cut. The students had protested by sitting in the school foyer during third period. The principal of the school suspended all the students in the hall. They were told to report to the office and pick up suspension letters.
   c. Several books are missing from the social studies office. The social studies teachers announce that tomorrow after school all lockers will be searched for the books.
   d. Students are circulating a petition to have the free period reinstated into the daily schedule. (It had been dropped for a week because of fights and general misbehavior during this time.) The petition read: "We, the following, feel that dropping free periods for all students because of the action of a few was unfair. We feel that the free period should be brought back immediately." The administration threatened to take away mini-courses for the rest of the year if circulation of the petition was not stopped.
   e. After after-school dance parties have been cancelled. During the last party, bathrooms were vandalized and the cafeteria (where the dance was held) was not cleaned up.

4. After the students respond as individuals to these situations, the teacher divides the class into groups of five or six. As a basis for small group discussion, the teacher gives each group a blackboard eraser and establishes these rules for discussion:
   a. Only the person holding the eraser may talk.
   b. If you wish to talk, motion for the eraser.
   c. Make sure the eraser is passed equally around the group.
   d. Don't monopolize the discussion.
   e. Pass the eraser sensibly.

   (This activity has the tendency to focus the attention of the group on the speaker. In many cases more listening occurs.)

Evaluation: The discussion can be used as an evaluative activity. By circulating to all the groups, the teacher can evaluate comprehension of the codes.

Grade: 8

Concept: Justice-Rights granted Soviet citizens under the Constitution of 1956

Topical Questions: What rights are granted Soviet citizens under the 1956 Constitution? What values are protected and promoted? Are citizens being granted their rights under Soviet constitutions?

Time: 2 to 3 class periods

Materials: A copy of the Soviet Constitution, Chapter V, Excerpts from: *The Gulag Archipelago,** *The New Tsars, Red Russia: After 50 Years***

Years. Content: Students examine the Soviet Constitution and rights granted Soviet citizens. Students then read several excerpts and evaluate whether Soviet citizens are being granted or denied rights as stated in the Soviet Constitution. The articles present both Soviet citizens who are disenchanged with the system and those who feel the system is just.

Objectives: At the end of this lesson, students should be able to:

1. Identify duties and rights granted Soviet citizens under the 1956 Constitution.
2. Identify the similarities and differences between the Soviet and United States Constitution.
3. Evaluate sources which present varied opinions and resolve conflicting interpretations.

Procedures:

1. Teacher distributes copies of the Soviet Constitution (Student Resource 1). Students read the document and list the rights and duties of Soviet citizens. The class discusses:
   a. What duties and rights are granted Soviet citizens?
   b. Do you agree with Chapter I, Article 12 of the Soviet Constitution? Why or why not? Do you think this article should be incorporated into the American Constitution?
   c. Without looking at the U.S. Bill of Rights, in what ways does this document differ from the Soviet Constitution? In what ways is it similar?

2. Teacher distributes excerpts from a variety of sources presenting differing views of Soviet justice (Student Resource 2). After each reading, students discuss:
   a. Are Soviet citizens being granted or denied their rights?
   b. Why the varied opinions on the merits of Soviet justice?

3. To culminate this activity, teachers distribute the U.S. Bill of Rights and repeat the same procedure listed in 1 and 2 above, discussing:
   a. What rights are not granted Soviet citizens under the 1956 Constitution which are granted Americans under the Bill of Rights?
   b. What appears to be the difference between the rights granted Soviet citizens and the rights granted American citizens?

* Gulag Archipelago, Solzhenitsyn, Alexander; Harper and Row, 1974.
** The New Tsars, Red Russia: After 50 Years. Editors of Look Magazine, Cowles Education Corp., 1968.

STUDENT RESOURCE I

CONSTITUTION

(Fundamental Law)

of the

UNION OF SOVIET SOCIALISTIC

REPUBLICS

As Amended July 16, 1956

CHAPTER I

THE SOCIAL STRUCTURE

ARTICLE 3

All power in the U.S.S.R. belongs to the working people of town and country as represented by the Soviets of working people's deputies.

ARTICLE 13

Work in the U.S.S.R. is a duty and a matter of honour for every ablebodied citizen, in accordance with the principle: "He who does not work, neither shall he eat".

The principle applied in the U.S.S.R. is that of Socialism: "From each according to his ability, to each according to his work".

CHAPTER X

FUNDAMENTAL RIGHTS AND DUTIES OF CITIZENS

ARTICLE 118

Citizens of the U.S.S.R have the right to work, that is, the right to guaranteed employment and payment for their work in accordance with its quantity and quality.

The right to work is ensured by the socialist organization of the national economy, the steady growth of the productive forces of Soviet society, the elimination of the possibility of economic crises, and the abolition of unemployment.

ARTICLE 119

Citizens of the U.S.S.R. have the right to rest and leisure.

The right to rest and leisure is ensured by the establishment of an eight-hour day for industrial, office, and professional workers, the reduction of the working day to seven or six hours for arduous trades and to four hours in shops where conditions of work are particularly arduous by the institution of annual vacations with full pay for industrial, office, and professional workers, and by the provision of a wide network of sanatoria, rest homes and clubs for the accommodation of the working people.

ARTICLE 120

Citizens of the U.S.S.R. have the right to maintenance in old age and also in case of sickness or disability.

This right is ensured by the extensive development of social insurance of industrial, office, and professional workers at state expense, free medical service for the working people, and the provision of a wide network of health resorts for the use of the working people.

ARTICLE 121

Citizens of the U.S.S.R. have the right to education.

This right is ensured by universal compulsory seven-year education; extensive development of secondary education; by the fact that all forms of education, both secondary and higher, are free of charge by a system of state stipends for students of higher educational establishments who excel in their studies; by instruction in schools being conducted in the native language, and by the organization in the factories, state farms, machine and tractor stations, and collective farms of free vocational, technical and agronomic training for the working people.

ARTICLE 122

Women in the U.S.S.R. are accorded equal rights with men in all spheres of economic, government, cultural, political and other public activity.

The possibility of exercising these rights is ensured by women being accorded an equal right with men to work, payment for work, rest and leisure, social insurance and education, and by state protection of the interest of mother and child, state aid to mothers of large families and unmarried mothers, maternity leave with full pay, and the provision of a wide network of maternity homes, nurseries and kindergartens.

ARTICLE 123

Equality of rights of citizens of the U.S.S.R., irrespective of their nationality or race, in all spheres of economic, government, cultural political and other public activity, is an indefensible law.

Any direct or indirect restriction of the rights of, or, conversely, the establishment of any direct or indirect privileges for, citizens on account of their race or nationality, as well as any advocacy of racial or national exclusiveness or hatred and contempt, is punishable by law.

Source: *The Soviet System of Government,* John N. Hazard, 1957.

ARTICLE 124

In order to ensure to citizens freedom of conscience, the church in the U.S.S.R. is separated from the state, and the school from the church. Freedom of religious worship and freedom of anti-religious propaganda is recognized for all citizens.

ARTICLE 125

In conformity with the interest of the working people, and in order to strengthen the socialist system, the citizens of the U.S.S.R. are guaranteed by law:

a) freedom of speech;
b) freedom of the press;
c) freedom of assembly, including the holding of mass meetings;
d) freedom of street processions and demonstrations.

These civil rights are ensured by placing at the disposal of the working people and their organizations printing presses, stocks of paper, public buildings, the streets, communications facilities and other material requisites for the exercise of these rights.

ARTICLE 126

In conformity with the interests of the working people, and in order to develop the organizational initiative and political activity of the masses of the people, citizens of the U.S.S.R. are guaranteed the right to unite in public organizations: trade unions, co-operative societies, youth organizations, sport and defence organizations, cultural, technical and scientific societies; and the most active and politically-conscious citizens in the ranks of the working class, working peasants and working intelligentsia voluntarily unite in the Communist Part of the Soviet Union, which is the vanguard of the working people in their struggle to build communist society and is the leading core of all organizations of the working people, both public and state.

ARTICLE 127

Citizens of the U.S.S.R. are guaranteed inviolability of the person. No person may be placed under arrest except by decision of a court or with the sanction of a prosecutor.

ARTICLE 128

The inviolability of the homes of citizens and privacy of correspondence are protected by law.

ARTICLE 129

The U.S.S.R. affords the right of asylum to foreign citizens persecuted for defending the interests of the working people, or for scientific activities, or for struggling for national liberation.

ARTICLE 130

It is the duty of every citizen of the U.S.S.R. to abide by the Constitution of the Union of Soviet Socialist Republics, to observe the laws, to maintain labour discipline, honestly to perform public duties, and to respect the rules of socialist intercourse.

ARTICLE 131

It is the duty of every citizen of the U.S.S.R. to safeguard and fortify public, socialist property as the sacred and inviolable foundation of the Soviet system, as the source of the wealth and might of the country, as the source of the prosperity and culture of all the working people.

Persons committing offenses against public, socialist property are enemies of the people.

Source: *The Soviet System of Government*, John N. Hazard, 1957.

ARTICLE 132

Universal military service is law.
Military service in the Armed Forces of the U.S.S.R. is an honourable duty of the citizens of the U.S.S.R.

ARTICLE 133

To defend the country is the sacred duty of every citizen of the U.S.S.R. Treason to the Motherland – violation of the oath of allegiance, desertion to the enemy, impairing the military power of the state, espionage – is punishable with all the severity of the law as the most heinous of crimes.

Source: *The Soviet System of Government,* John N. Hazard, 1957.

STUDENT RESOURCE 2

The KGB – KOMITET GOSUDARSTVENNOY BEZOPASNOSTI, for "State Security Committee" – is to party members "the sword of the Revolution." Except for the military intelligence service (GRU), which it supersedes, it is the only security-policy agency in Russia. If the United States had a counterpart, it would combine the CIA, FBI, SECRET SERVICE and more.

At home, the knock on the door at midnight is gone, and fear is fading from people's lives. Despite that, the KGB continues, the most extensive authoritarian police force in the world. With a license to kill, answerable only to the elite of the Communist part of the Soviet Union, it recently gained even broader constitutional power to arrest "enemies of the State." Its primary mission, since it began as the Cheka in the 1917 Revolution, has been to protect the party from the people.

Source: *Red Russia: After 50 Years,* pp. 94

At lunch, Gennady said he'd received a letter from his wife in Moscow in four days. Ours had taken 12 to 15, and there were some I knew I wasn't getting because I'd had cabled word that they'd been sent long before. "Does the address written in English slow it up that much?" Paul said.

"Apparently," said Gennady.

"It takes time to read the letters," I joked, and Gennady surprised me with his reply. "That's right." I had always assumed the Russians were intercepting mail, but hadn't expected an admission from a Russian. "Are they still doing that?" I asked.

"Yes, they are," Gennady said. "They must be. Otherwise, your mail would have arrived."

"How do you feel about this?"

He frowned. "I am against it, but unfortunately, it is necessary."

"You mean you condone it?" I said.

"More than condone it. I feel it is necessary," Gennady replied.

The other day, we had been talking about freedom. "So what do you get for your precious individuality?" he had said. "Beatniks. They cannot adjust to society. They live useless lives. What kind of society is that?"

"It's the price we pay for principle. Each man must be free to choose. It's his life."

"What is principle?" he said.

"It's something we're willing to defend, even if at times we pay a seemingly irrational price. We've let murderers go to defend principle because the evidence that convicted them was gained unlawfully."

This absolutely enraged Gennady. "Common sense tells you this is ridiculous. The murderer must be punished. Could not the judge stand up and say, 'By the authority invested in me, in this one case, I suspend this right and order the conviction of this one man?"

Source: *Red Russia: After 50 Years,* pp. 91.

Source: *Red Russia: After 50 Years,* Editors of Look Magazine, Cowles Education Corporation, 1968, page 94, 91.

MIKHAIL SHOLOKHOV, Author of *AND QUITE FLOWS THE DON,* to the writers:

"Quite a few voices have been raised in the West in behalf of creative 'freedom' for us, Soviet writers. These self-styled crusaders include the CIA of the United States, a number of senators, rabid White Guards, the defector Alliluyeva and the notorious political fossil Kerensky. It is in such bizarre company that our zealots of freedom of the press find themselves . . . Alarm and anxiety grip the world. And yet certain persons long for 'freedom' of the press for everybody – 'from the monarchists to the anarchists.' What is that – saintly innocence or deliberate brazeness? Those who hanker for 'freedom' seek to carry on polluting work in the midst of the young. No, gentlemen, you will not succeed. The 'difficult' and not difficult young writers will not join you. They have shared, and will share with us, the sorrows and joys of the country. Any we shall not surrender any of them to you."

TALK WITH ANDRIE VOZNESENSKY, Soviet poet, June 5, 1967:

"The freeze and thaw in the life of Soviet artists interests you in the United States, but here, it is all vanity, a passing thing. I am hardly a meteorologist, so I hardly know if we are freezing or thawing now. This so-called freeze I experienced on my own skin in 1963, when Khrushchev struck out at the artists and writers. But I don't believe that an artist can be punished or rewarded for his work. Nothing can help a writer, not even a Nobel Prize, if he is dissatisfied with himself. What I am saying is that the outer world is less important to the artist. The cruelest punishment and highest reward for my work I carry within myself. In 1963, when Khrushchev struck at me, I was not happy. But at that time, I have the feeling now, I did my best work. So the main thing for a real artist here, anywhere, is not the sensible world, but the world that moves within him."

Source: *Red Russia: After 50 Years,* pp. 100.

TALK WITH ALEXANDER KRENNIKOV, head of Moscow Composers' Union:

"The experience of the Soviet Union shows that the State's support does not require from the artist that he surrender his individuality. A sensible government is interested in the maximum development of each artist so that his individuality will rise. If he is dominated, he cannot prosper. Shostakovich and Khachaturian would only have developed in an atmosphere of state support. Each is supported by the state, but none of them will admit to any interference in his art."

Source: *Red Russia: After 50 Years,* pp. 107

SOVIET ARTIST, LEONID KABACHEK, U.S.S.R.:

"As a member of the Leningrad Painters' Union, I make a sketch of any painting I would like to do and show the sketch to the Union's exhibit committee. If the committee likes my sketch, I am given a contract and 25 percent of the price set on the painting. While I am painting it, a visting committee checks my progress and then may pay me up to 60 percent of the contract price. If I have changed the painting from the sketch, I may still keep the 25 percent, but if I get the 60 percent, I must either finish the painting I sketched or return the money to the Union. Sometimes, I need more time to finish the painting, and the committee gives me that always. The Ministry of Culture has other money to buy pictures for museums and traveling exhibits, which artists paint without first making sketches. I sell paintings that way, sometimes, but I never sell to private parties. There is a gallery here in Leningrad, and one in Moscow, too, where the Union buys paintings from members and then sells the painting to private parties. None of the paintings are abstracts, of course. The regulations of the Union are that it does not buy abstract paintings."

Source: *Red Russia: After 50 Years,* Editors of Look Magazine, Cowles Education Corporation, 1968, page 100, 107.

LETTER TO PRAVDA from a poet:

When Voznesensky failed to appear in the U.S. to give a poetry reading last summer, the Soviet Writers' Union first explained that he was sick, then that he had failed to make proper travel arrangements. In a letter to PRAVDA, that the newspaper chose not to publish, the poet accused the union of "lies, lies, lies, bad manners and lies." The poet wrote that he was not so much concerned about himself as about "the fate of Soviet literature, its honor and prestige in the outside world. How much longer," he asked, "will we go on dragging ourselves through the mud?"

Source: *Red Russia: After 50 Years,* pp. 105.

FRED YUSFIN: THE JEW WHO HAD NEVER HEARD OF YOM KIPPUR

That night at Nina's, she argued that the only happiness was collective happiness. Paul and I screamed our protest. Our passion startled Fred. "Let God bring happiness to everybody," he said.

I turned in surprise. "God?" I said. "Are you religious?"

"No. It's a habit, saying that, like swearing."

"Are you teaching your kids anything about Jewish customs or traditions?" I asked. He'd told me earlier that he was Jewish.

"I can't," said Fred. "I don't know them myself."

"Don't you even know what Yom Kippur (the Jewish Day of Atonement) is?"

"No, I've never heard of it.

A few days later, to my many questions, he gave me this reply:

"My grandfather practiced Judaism until he died. My father did not practice at all, and my own attitude is, Give to God what is God's and to Caesar what is Caesar's. My mother and father told me that before the Revolution, Jews were not given the right to live in the big cities, that they had been denied access to any professions. These tales just didn't bear on my life. Today, it means nothing special to me to be a Jew. I don't feel Jewish. I feel Russian. There may be people who want to have Jewish culture, but it's been no part of my life. When I hear that a man of high standing is a Jew, I'm very proud. It's pleasing to me that the Jewish culture was one of the most highly developed. I suppose I would be enriched by acquaintance with the Jewish culture, but I just don't do anything about it.

"I don't understand Soviet Jews who would like to emigrate to Israel, but if they want to, I think we should let them. Yes, I know the reputation abroad of the Soviet Union and the Jewish question. I think this reputation is entirely incorrect. I don't believe the charge that Jews are kept from responsible jobs. The commander of the military area of Eastern Siberia is a Jew. If you were to sift our academicians, you would find many Jews. I myself am a good example of the life of a Jew. I feel nothing at all in the way of anti-Semitism.

"What would happen to me if I wanted to practice as a Jew? I can't imagine myself in such a position. Temples? Rabbis? Matzos? Prayer books? I believe that the introduction of these facilities is artificial. New values are being accepted by all the modern Jews.

"If people want to pray, it's up to them. Nobody stopped by grandfather from praying. I don't believe it's true that Jews are denied the right to learn their own language, but if it were true, I would be very much opposed. I don't want Jews oppressed in any way."

There were 80 houses of worship in the area of Bratsk before the Revolution. There are none today.

Source: *Red Russia: After 50 Years,* Editors of Look Magazine, Cowles Education Corporation, 1968, page 107, 105.
Source: *Red Russia: After 50 Years,* pp. 80.

As we stood outside the courthouse on Maly Nikolovorobinsky Lane in October 1968, stamping our feet to ward off the October Moscow chill and eyeing each other suspiciously, a KGB agent approached a bearded dissenter and sneered: "In a year we'll have you all in prison."

Though the timetable has not been met the threat may yet be fulfilled.

The methods of repression are becoming more severe: trial and imprisonment, trial and exile to remote areas of the U.S.S.R., exile by administrative fiat, intimidation and the spread of fear, and, perhaps worst of all, incarceration in psychiatric hospital prisons operated or maintained by the KGB.

Being a famous Old Bolshevik's grandson did not help Litvinov. Nor did being the wife of a man already serving a five-year term protect Larisa Daniel. Even the Daniels' eighteen-year-old son Alexander has been intimidated, denied admission to college or university and prevented from holding a decent job. He was beaten by the KGB for having the temerity to protest his father's treatment in the camps and prison.

Grigorenko believed confidently that he would not be arrested in Tashkent "because I am already too old (he is now sixty-four) and after all that has happened to me it would be too embarrassing to arrest me again." He was wrong.

Source: *Red Russia: After 50 Years,* Editors of Look Magazine, Cowles Education Corporation, 1968, page 80

The New Tsars: Russia Under Stalin's Heirs, pages 34-35.

"Russia," reads a "sanizdat" report, "is entangled in a network of camps where, despite all the international conventions signed by the Soviet government, forced labor and cruel exploitation are the norm, where people are systematically kept hungry and humilated, where human dignity is debased. Through these camps passes an uninterrupted flow of humanity numbered by the millions, people who are sent back to society in a physically and morally crippled condition."

Source: *The New Tsars: Russia Under Stalin's Heirs,* pp. 88.

Bladimir Bukovsky, who has already spent six of his twenty-nine years in prisons, labor camps and mental asylums, and now faces another seven-year term, has called his period in Moscow's Serbsky Institute and Leningrad Psychiatric Hospital "fifteen months of hell."

There were about a thousand men in the asylum, political prisoners and insane murderers," he has related. "The sick raved, the healthy suffered."

His wardmates during one period were an old Ukrainian nationalist, who had been confined for sixteen years, and a maniac who had killed his children and then cut off his own ears. The Ukrainian spent most of the day raving about Ukrainian independence, the murderer just sat and smiled . . . .

On the recommendation of trustees or guards, doctors would inject sulfazine, which caused severe stomach cramps, fever, intense pain and temperatures of up to 104 and left the inmates – already weakened by starvation diets of thin oatmeal, watery cabbage soup, bread and, once a week, fish – close to being physical wrecks.

According to Bukovsky, another drug, aminazine, reserved for serious misbehavior, induced sleep and dulled the senses. Injected daily for ten days, it turned inmates into human vegetables. Some managed to regain their senses after two months, others never did.

Source: *The New Tsars: Russia Under Stalin's Heirs,* pp. 93.

Hundreds of dissenters have been committed. Most of them are in special "hospitals" maintained by or on behalf of the KGB. Examining hospitals such as Moscow's Serbsky Institute for Forensic Psychiatry and treating asylums have special sections for political prisoners, whose only hope of escaping years in a Bedlam is to "confess" their crimes and accept years of imprisonment in a labor camp instead. General Grigorenko, every bit as sane as Khrushchev was and Brezhnev is, both of whom ordered his commitment, the first in 1964, the latter in 1970, reported in documents smuggled abroad that he frequently saw the Serbsky Institute's infamous Professor D.R. Lunts and other psychiatrists in the special military-style uniform that KGB officers occasionally wear.

Source: *The New Tsars: Russia Under Stalin's Heirs,* page 90

It has always been impossible to learn the truth about anything in our country – now and always and from the beginning. But, according to Moscow rumors, Stalin's plan was this: At the beginning of March the "doctor-murderers" were to be hanged on Red Square. The aroused patriots, spurred on, naturally, by instructors, were to rush into an anti-Jewish pogrom. At this point the government – and here Stalin's character can be divined, can it not? – would intervene generously to save the Jews from the wrath of the people, and that same night would remove them from Moscow to the Far East and Siberia – where barracks had already been prepared for them.

Source: *The Gulag Archipelago,* page 92

TICKLING: This is also a diversion. The prisoner's arms and legs are bound or held down, and then the inside of his nose is tickled with a feather. The prisoner writhes; it feels as though someone were drilling into his brain.

Source: *The Gulag Archipelago,* page 108.

In 1920, as Ehrenburg recalls, the Cheka addressed him as follows:

"YOU prove to us that you are NOT Wrangel's agent."

And in 1950, one of the leading colonels of the MGB, Foma Fomich Zheleznov, said to his prisoners: "We are not going to sweat to prove the prisoner's guilt to him. Let HIM prove to US that he did NOT have hostile intent."

And along this cannibalistically artless straight line lie the recollections of countless millions.

What a speed-up and simplification of criminal investigation.

Source: *The Gulag Archipelago,* page 137.

The newspapers began to howl about the "evil pastors" and "princes of the church," and the representatives of the church were told: "We don't need your DONATIONS! And there won't be any NEGOTIATIONS with you! EVERYTHING BELONGS TO THE GOVERNMENT – and the government will take whatever it considers necessary."

And so forcible requisitions, accompanied by strife, began in Petrograd, as they did everywhere else.

And this provided the legal basis for initiating trials of the clergy.

Source: *The Gulag Archipelago,* page 346

Source: *The Gulag Archipelago,* pages 92, 108, 137, 346.

Grade: 6-8

Topic: Students' Rights and Responsibilities in American and Totalitarian Societies

Topical Questions: How do the rights and responsibilities of students in the U.S.A. compare and contrast with those of students in the U.S.S.R.? What are the purposes of rules? Are the rights and responsibilities of the various systems student-centered or system-centered?

Time: 1 class period

Materials:
1. *Student's Rights and Responsibilities Document* of the local county
2. U.S.S.R. student rules

Resource People: Principal and guidance counselor

Rationale: To teach students to compare and contrast systems of student rights and to become aware of their own rights and responsibilities.

Content: Students compare and contrast rules for Soviet schools with their local document setting forth student rights and responsibilities and discuss the difference.

Objectives: At the end of this lesson, students should be able to:
1. Evaluate the U.S.A. and U.S.S.R. systems of rights and responsibilities.
2. Demonstrate an awareness of their rights and responsibilities.
3. Role-play the part of a Soviet student.
4. Use reading skills to locate information and ask questions concerning rights and responsibilities.

Procedure:
1. Teacher explains that students are going to become Soviet students for a few minutes.
2. Teacher distributes cards that set forth rules for Soviet schools. These rules are discussed during the initial part of the lesson.

Rules and Regulations for students of Soviet Schools

a. As students in the greatest of all possible countries it is your responsibility to attend school daily and on time, as well as learning as much as possible so that the U.S.S.R. will be able to use your knowledge to continued greatness.

b. All assignments are to be done neatly and carefully, making sure all information is accurate and ready to be handed in. Parents must ask to see school and homework and see to it that the work is completed according to the rules and by the student.

c. The teacher and school master are to be honored and respected; their instructions are to be closely adhered to. Students should stand at attention when addressing the teacher and always be polite to them as well as other elders.

d. The parent should see to it that their child is neatly dressed and clean.
Girl – dress, jumpers, and saddles.
Boys – pants, shirt (tie), hard shoes.

e. Students should be ready for class, with their places neat. Rise when the teacher or principal enter the room and remain standing until told to sit. When permission is given, students should be seated in an attention position.

f. Students should protect his school, help maintain the class order, and never use improper expressions.

g. Students should memorize these rules and always bring his records and student folder with him to class.

3. Teacher notes that the rules are quite unusual and might be very "tough" on most American students. Class discusses the merit of each rule. (Would you accept such a rule?)
4. After a brief discussion, students construct a list of the rights and responsibilities for themselves. (They try to parallel U.S.S.R. rules)
5. Teacher asks volunteers to write a right and/or responsibility on the chalkboard.
6. Teacher then explains to the class that their county has published a document setting forth student rights and responsibilities, pointing out that it was written by teachers, administrators, parents and students.
7. A principal and guidance counselor are invited to answer questions that the students may pose during the following discussion.
8. Students skim the introduction and foreword. Teacher points out areas in the table of contents that might be of interest.
9. Class discusses the following:
   a. What areas are considered rights or responsibilities in this county that would be prohibitied in the U.S.S.R.?
   b. After reviewing the Soviet rule on *Dress and Grooming,* the class turns to the county document's Table of Contents to locate the page for Dress and Grooming in their county.
   c. The teacher points out to the students that the Soviet system tells the student what they are to wear. The local county, on the other hand, advises:
   (Local county rule may vary from the following, but it serves as a sample.)
   "Students have the right to dress and groom themselves in a manner that they wish . . . ."
   The Limitation? " . . . appearance is modest, clean, appropriate, decent and not disruptive to the educational process."
   What safeguards and responsibilities are provided? "Their personal appearance will not violate the rights of others."
10. Students skim through and discuss items that they are particularly interested in. (Teachers may wish to ask the principal, guidance counselor, or students a question to get the ball rolling.)

Evaluation: Teacher administers the following brief questionnaire:

1. Soviet rights and responsibilities are:
   a. Air.
   b. Allow self expression.
   c. No opinion.
   d. Agree with them.
   e. Disagree with them – allows little self expression.
2. Rights and responsibilities in my county:
   a. Are rigid.
   b. Give no responsibilities.
   c. State only rules.
   d. Are balanced between rights and responsibilities.
   e. Have only "cannots".
3. Rights and Responsibilities in my county were drawn up by:
   a. The government.
   b. The teachers.
   c. The administrators.
   d. The parents.
   e. The teachers, students, parents, and adminstrators.

Grade: 6-8

Topic: Justice: Ideal vs. Real

Topical Question: What are some factors that account for the gaps between the ideal and reality of justice? What can be done to bring the reality closer to the ideal?

Time: 1 class period

Materials: Story that is to be told.

Rationale: To help students understand why "ideal" situations become unwieldy in the light of reality and to suggest ways to bridge the resulting gap.

Content: Students read a story about a broken agreement between a child and his parents. The story becomes the basis for a discussion of the gaps that exist between what is ideal and what is real when agreements are broken. Students discuss why gaps occur and then develop ideas as to how these gaps can be closed when agreements are made. Students also discuss what can be done when injury is caused between the parties involved in the agreement.

Objectives: At the end of this lesson, students should be able to:

1. Recognize agreements that are made for one reason or another.
2. Recognize and describe the difference between the ideal and the real terms of an agreement and what reality takes place when that agreement is broken.
3. Give reasons why gaps exist between the ideals and realities of an agreement.
4. Suggest ways to correct fairly and justly wrongs that are committed when agreements are broken.

Procedures:

1. The teacher reads the following story to students or plays a tape of the story:

Roger was twelve years old – old enough to have a ten-speed bike, or so he thought. When all of his friends went riding together, he felt lonely and left out. With summer coming, it would be even worse, and Roger didn't think he could face not having a ten-speed. He had pressured his parents about this for a long time, but they had always said that they didn't have enough money to buy one. Finally, he hit just the right pressure point, and they decided that they'd make a giant effort if he would agree to meet them half way on the road to buying the dream bike. They offered to advance the money for the bike even though it would mean doing without some things for the family, providing Roger would agree to get some jobs cutting lawns in the community and eventually, gradually, pay them back. Roger was so excited that making that agreement was the easiest thing he'd ever done in his life! He agreed; he got the bike; he was the happiest guy in town!

Now, as the guys rode off on the beautiful summer mornings on their ten-speeds, Roger was right in there pedaling; when they got home again, they spent hours polishing and adjusting their bikes, and the vacation weeks began to fly by. A couple of mornings he went out the door saying "Gotta get our lawn cut today, and then I'll go over and see if ol' Miz Jones needs to have hers done," but just then, the guys came by, and he went off, saying, "I'll get 'em tomorrow!"

Several weeks went by with no lawns cut – the weather was too good or too bad; the people didn't pay enough; the neighbors were crabs; other kids got all the jobs. It became clear that Roger did not intend to keep the agreement he had made with his parents.

2. The students discuss the story, using the following questions:
   a. What was the agreement between Roger and his parents?
   b. Did Roger's parents keep their part of the agreement? How? How not?
   c. Did Roger keep his part of the agreement? How? How not?
   d. What are some of the differences between what Roger did and what you think he should have done?

e. What do you think may have been some reasons for the differences between what Roger did and what you think he should have done?
f. What are some things Roger could have done to close the gap between what he did and what he should have done?
g. If Roger does not close the gap between what he did and what he should have done, what do you think might happen?
h. What do you think should be done if Roger continues to fail to keep his agreement?

Evaluation: Students give additional examples of agreement situations where the agreement is broken by one party.

Grade: 6-8

Topic: Youth or "Delinquent"

Topical Question: How does a youth become a delinquent?

Time: 5 to 8 class periods

Materials: "The Rights of Children," *Bill of Rights Newsletter,* Fall 1974. Materials for construction of board games.

Resource People: Guest speaker from juvenile justice system.

Rationale: To acquaint students with the step-by-step process by which a young person becomes a "delinquent."

Content: In order to construct board games, students interview persons in the juvenile court system, visit a court or view a film, and work with others to make a game other students may play.

Objectives: At the end of this lesson, students will be able to:

1. Work as a member of a task group to construct a board game.
2. Interpret the steps in the juvenile court system by which a youth comes to be adjudicated a delinquent on to a game board.
3. Evaluate the content of other students' games for validity.
4. Evaluate the process of group interaction.

Procedures: (Note: Students should be familiar with task group processes. See: *Learning in the Small Group* I/D/E/A, Dayton, Ohio, or similar source.)

1. The teacher invites a master of the juvenile court or an intake officer to class to discuss the Juvenile Court System

   or

   The class views "Youth and the Law: Juvenile Justice," (slides with cassette, Law in American Society Foundation, free loan) in correlation with Houghton Mifflin's series: *Youth and the Law* or "Justice: A Question of Rights" in the same series. Either activity provides an overview of the juvenile court system and the process by which a youth is adjudicated a delinquent.
2. The class takes a field trip to juvenile court and other facilities where students can talk to and observe personnel in the juvenile justice system.
3. The teacher debriefs students to be certain they understand the sequence and function of each step in the process. At this time, he provides copies of "Rights of Children", *Bill of Rights Newsletter,* Fall 1974, or a similar resource that provides a flow chart or overview of the juvenile court system.
4. The teacher divides the class into task groups. Each group constructs a board game that will reflect the juvenile court system. The teacher is not too specific but makes it clear that the playing of the game should reflect alternatives such as dismissal and temporary detention.
5. After providing necessary graphic materials, the teacher reviews each group's progress to be certain that each game is accurate in its representation.
6. Groups exchange and play one another's games.

Evaluation: Each group:

1. Completes a written evaluation of the game they played, criticizing the content and playability.
2. Evaluates its members according to the criteria for task group processes.

Grade: 6-8

Topic: The Right to Counsel

Topical Questions: What are the pre-trial rights of an individual accused of a crime?

Time: 4 to 5 class periods

Materials: *Search* (9/27/73) or other reference to John Adam's defense of British soldiers following the Boston Massacre.
"Right to Legal Counsel" or other resource on pretrial rights of the accused.
Teaching About the Law or material on using the mock trial strategy.**

Rationale: To make students aware that an accused individual has certain rights guaranteed by law.

Content: Students learn of John Adam's decision to defend English soldiers following the "Boston Massacre," and discuss the Supreme Court decisions to extend and guarantee the rights of the accused.

Objectives: At the end of this lesson, students should be able to:

1. Analyze the reasons John Adams had for defending English soldiers after the Boston Massacre.
2. Compare the arguments used by the Justices in the Escobedo and Gideon cases with those used by John Adams in 1775.
3. Prepare a mock trial based on information about the 1770 incident but modified to guarantee defendants pre-trial rights.

Procedures:

1. Students read "Massacre in Boston," *Search*, September 27, 1973. (This *Search* History Playhouse is based on John Adam's decision to defend and actual defense of the British soldiers after the Boston Massacre.)

   or

   Read *Profiles in Courage* by John Kennedy or view "Profiles in Courage – John Adams" (50 min. IQ films).
2. After reading the play, reading the book, or viewing the film, the students analyze John Adam's reasons for defending the soldiers. A discussion includes: The colonial heritage of English common law, Adam's stated justification for defending the soldiers, and Adams procedures before and during the trial for gathering information from his defendants.
3. Students view the film, "Right to Legal Counsel," (14 min, BEA Educational Media) or other film that outlines the historical development and recent Supreme Court cases dealing with the right to legal counsel and other rights of the accused

   or

   Read *You've Been Arrested* (Culsan, Larry and Lawrence Aaronson, *People and the City Scenes*, Scott, Foresman & Co., 1972) or other curriculum material that discusses the rights of the accused. After viewing or reading, students identify the arguments used by the justices when extending the right to counsel and pre-trial rights in the specific cases mentioned in the resources used. They then compare these rights with those of Adams.
4. The teacher introduces or reviews the simulation – role playing strategy for a mock trial with students. Refer to Gerlach and Lamprecht's *Teaching About the Law* pp. 235-247 or in this Handbook.)
5. Students prepare and enact a mock trial of the British soldiers accused of the Boston Massacre but include present-day Constitutional guarantees of pre-trial rights included.

** Teaching About the Law. Ronald A. Gerlach and Lynne W. Lamprecht. W.H. Anderson Company Cincinnati, 1975.

Evaluation: The teacher debriefs the class, discussing:

1. The feeling of the participants.
2. The roles and procedures as they differed in the original trial and in the updated version.
3. The probability of a fair trial historically and at present with the constitutional guarantees mentioned in this lesson.

Grade: 6-8

Topic: Student's Rights: Role of the School

Topical Questions: What is the role of the principal and vice-principal in handling, fairly and justly, problems that come to their offices? By what authority do they handle these problems?

Time: 1 or 2 class periods

Materials:
1. Copies of student handbooks containing school policies.
2. Copies of school law books from principal's office.

Resource People: Principal and vice-principal

Rationale: To foster understanding of the responsibilities of school administrators as a step toward building an appreciation for the tasks of authority figures who must maintain discipline.

Content: Students explore, by role-playing, the procedures and steps followed by the principal and vice-principal in disciplining a student who has been sent to the office for having in his possession a pack of cigarettes or a knife.

Objectives: At the end of this lesson students should be able to:
1. Identify the procedures followed by the school authorities in disciplining a student who has violated a serious school and county law.
2. Experience the feeling one gets from exerting one's authority in solving the problem of a school violation.
3. Demonstrate the procedure followed by school authorities in solving a problem concerning a violation by a student.

Procedures:
1. Teacher distributes school handbooks to all students in class, and has student read the section on possession of tobacco and alcoholic beverages or a dangerous weapon.
2. Teacher leads a brief discussion of the contents of the handbooks.
3. Principal comments during discussion of his desires, but not to disclose administrative procedures.
4. Teacher reviews the violation with the class.
   a. Divides the class into groups of 4 or 5 students. Students role-play the proceedings taking place in the principal's office. The roles include:
      1. principal
      2. vice-principal
      3. student violator
      4. teacher

   * See "Role Playing Approach," in this Handbook.

   b. Each group selects an observer for the role-playing activity. The observer should keep the following questions in mind:
      (1) What was the teacher's attitude toward the student?
      (2) Who took the lead in the questioning and discussion period?
      (3) What was the attitude of the principal toward the student?
      (4) What was the attitude of the vice-principal toward the student?
      (5) What was the attitude of the student toward principal and vice-principal?
      (6) Was the student given an opportunity to talk?
      (7) Was there hostility shown during the activity on the part of the participants?
      (8) Was the student treated fairly and justly?

      (Role-playing should run for 10-15 minutes.)

5. When all groups complete the role-playing activity, each observer places on the board his reactions in single words or short phrases. The class reacts to the findings of the observers.
6. The teacher makes a second listing of the reactions and feelings of students who played each role in the activity. The class may discuss these.
7. Principal and vice-principal point out good and bad points they observed during the activities.

Evaluation: Students evaluate the group in which they participated in terms of the items on copies of the following evaluation sheet:

Indicate your feelings of your group's role-playing activity by checking the appropriate blank for each statement.

1. The principal exerted his authority very forcefully.
   _____strongly agree
   _____mildly agree
   _____can't decide
   _____mildly disagree
   _____strongly disagree

2. The attitude of the violator was that of being sorry for committing the offense.
   _____strongly agree
   _____mildly agree
   _____can't decide
   _____mildly disagree
   _____strongly disagree

3. The principal and vice-principal showed much hostility during the activity.
   _____strongly agree
   _____mildly agree
   _____can't decide
   _____mildly disagree
   _____strongly disagree

4. The principal and vice-principal were just and fair in their decisions.
   _____strongly agree
   _____mildly agree
   _____can't decide
   _____mildly disagree
   _____strongly disagree

5. Principal and vice-principal should have handled the situation much differently.
   _____strongly agree
   _____mildly agree
   _____can't decide
   _____mildly disagree
   _____strongly disagree

Teacher tabulates evaluation sheets and places results on the board for summarizing. The class discusses the summaries in terms of the objectives of the lesson.

SECONDARY
LESSON PLANS

HIGH SCHOOL

Course: CITIZENSHIP

Topic: Police Methods

Topical Questions: What methods are utilized by police officers investigating crimes? How are police investigations controlled?

Time: 1 - 2 class periods

Materials: *Great Cases of the Supreme Court* — Houghton-Mifflin, 1975 — Cases: Gideon vs. Wainwright (1963), Miranda vs. Arizona (1966), and Rideau vs. Louisiana (1963).

Rationale: To foster awareness of rules guiding the action of police officers in investigating an alleged crime.

Content: Students learn how police officers conduct an investigation. (The lesson initially has no formal guidelines for students chosen as officers.) Students discuss the need for guidelines for police officers, and use Supreme Court cases and rulings to determine whether these rulings have helped or hurt the police in ful-filling their duties.

Objectives: At the end of this lesson, students should be able to:

1. Name three Supreme Court decisions and tell how they affected police methods.
2. Examine and discuss which police investigation methods should or should not be permitted and why.
3. Conduct a mock police investigation.

Procedures:

1. Teacher divides students into groups of four to six. Two members of each group are chosen to play the roles of police officers. *All* police officers are placed in another room where the following directions are given:
   "You officers have been chosen because of your law arrest records. If you do not increase the number of arrests immediately, you will be suspended from the force. You will be given one more chance. If you do not make an arrest, you will be suspended."
2. The students remaining in the groups create a criminal situation for the officers to investigate. (The situations should be simple with one of the group members being guilty of committing the crime.)
   Suggested crimes:
   a. Breaking and entering a person's home and stealing a television.
   b. Robbing a bank in broad daylight with conflicting eye witness accounts.
   c. Domestic quarrel with the wife injured from beating and the husband in the house obviously angry.
3. The police officer enter, each pair going to a group different from their original. They start their investigations using no more than 10-15 minutes. (At the end of this time the officers must make an arrest or be suspended.)
4. Teacher repeats the process using the same groups but selecting new officers. Officers are again placed in a separate area and given the following instructions:
   "The federal government is using our police force as a test unit. There have been too many cases of police brutality reported. The methods of some police officers are wrong and we will be the first officers in the country to try to change this. You must make investigations and arrests according to rules that the people in your group allow you to use." In the same manner, the police officers enter the groups, using 15 minutes to complete their investigation.
   a. (While police officers are being briefed, the students remaining make up a group of rules which investigating officers must follows. Students use the same case they used in the first round of investigations.)
   b. (Before the investigation begins, people in the groups give the officers guidelines that they must abide by during the investigation. The officer(s) must complete their investigation in 10-15 minutes.)

5. Debriefing centers around determining how the police officers felt in the two groups. Suggested debriefing questions:
   a. Which group of officers was more effective?
   b. Does effectiveness make it the best method?
   c. How do real officers conduct investigations?
   d. Did the rules help or hinder police?
   e. Did the rules help or hinder the people being arrested or investigated?
6. Three Supreme Court cases are used to illustrate the courts' placing guidelines on police officials:
   a. Gideon vs. Wainwright 1963
   b. Miranda vs. Arizona 1966
   c. Rideau vs. Louisiana 1963

Assignment: Each student, chooses one of the three cases for further study. Students meet in groups corresponding to their case selection. As a group or as individuals, students tell the class what effect the case ruling they studied had on police methods.
VARIATION: Teachers might want students to role-play each case, from the standpoint of the rulings affecting police.

Course: CITIZENSHIP

Topic: Police: Who Are They?

Topical Question: How do police officers react emotionally during the performance of their duties? What stereotypes does the public establish for police officers?

Time: 1 class period

Materials: Police Patrol Simulation, * Resource (police officers)

Rationale: To help students identify the emotions a police officer may experience in the performance of their duty.

Content: Students play the roles of police officers experiencing the officers' emotions and receiving feedback from the class on how they see the role of the police officer in society.

Objectives: At the end of this lesson, students should be able to:

1. Identify some emotions they experienced while participating in the simulation.
2. State reasons why the police officer must question or investigate according to certain procedures.
3. Clarify (either orally or in writing) the role of the police officer in today's society.

Procedures:

1. Teacher administers an attitudinal survey to measure student feelings about police officers. (Results are tabulated for use at end of lesson.) Survey questions are collected and some questions from survey can be used for class discussion.

(NO NAMES PLEASE)

SURVEY OF ATTITUDES

These questions have been developed to measure *class* feelings about police officers. Place a check mark in the space that best represents your opinion.

1. The police should have the right to use whatever means they deem necessary to capture and punish criminals.

   ____ Definitely Agree
   ____ Undecided, Probably Agree
   ____ Undecided, Probably Disagree
   ____ Definitely Disagree

2. Do you think the police treat all people alike?

   ____ Definitely Agree
   ____ Undecided, Probably Agree
   ____ Undecided, Probably Disagree
   ____ Definitely Disagree

3. Do you think people would be better off without police?

   ____ Definitely Agree
   ____ Undecided, Probably Agree
   ____ Undecided, Probably Disagree
   ____ Definitely Disagree

4. Would you call the police if you saw a store being robbed?

   ____ Definitely Agree
   ____ Undecided, Probably Agree
   ____ Undecided, Probably Disagree
   ____ Definitely Disagree

*Police Patrol-Simulation. Todd Clark, Constitutional Rights Foundation Los Angeles, California

5. Would you like to be a policeman?

____ Yes ____ No ____ Not Sure

6. Are the police criticized too much?

____ Yes ____ No ____ Not Sure

7. Are policemen pretty nice people?

____ Yes ____ No ____ Not Sure

8. Do the police have it in for young people?

____ Yes ____ No ____ Not Sure

9. Would you call the police if you were being attacked?

____ Yes ____ No ____ Not Sure

10. Do you think the police give you a chance to explain?

____ Yes ____ No ____ Not Sure

2. A Police Patrol Simulation is conducted. Teacher divides students into groups of four to six members. ALL materials needed are found in the simulation.
   a. As teacher goes over the simulation, he lists on the board the emotions felt by the students.

How Officer Felt	How Officer Should Have Been
1.	1.
2.	2.
3.	3.
4.	4.

3. Teacher readministers the attitudinal survey and tabulates results immediately, comparing the results of the first and second surveys. (There may not be any change, but if there is, class discussion should center on reasons why these changes occurred.)

Course: CONTEMPORARY ISSUES

Topic: First Amendment Rights

Topical Questions: What is the meaning of the concept of "freedom" as it relates to the First Amendment? What are some of the benefits and costs of the concept of "freedom"?

Time: 1 - 2 class periods

Rationale: To foster understanding and appreciation for the concept of freedom and awareness of circumstances under which it might be acceptable to expand or limit freedom.

Content: The First Amendment to the United States Constitution serves as a stimulus for a discussion of the concept of freedom. The class is presented with hypothetical case studies involving the expression of freedom in a school setting and is asked to determine criteria for deciding when freedom should be limited or encouraged.

Objectives: At the end of this lesson, students should be able to:

1. Identify the values held by the type of society adopting the First Amendment.
2. Identify the meaning of the concept, "freedom."
3. Hypothesize about the possible benefits/costs of the exercise of freedom.
4. Decide what the scope and limits of freedom should be in a specific situation.
5. Determine the values (their decisions) about the scope of freedom are designed to promote.

Procedures:

1. Teacher asks students to read the First Amendment to the Constitution and the class discusses it in terms of the following questions:

   First Amendment
   Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or of the right of the people peacably to assembly and to petition the government for redress of grievances.

   a. If you knew nothing about the United States, what could you conclude about our society's ideals regarding freedom by reading the First Amendment?
   b. What forms of freedom in our society do you think this amendment might affect? (Variety of ideas, religious beliefs, political beliefs, values, ideas on tradition and change).
   c. How do you, the individual, benefit from these forms of freedom?
   d. How do you, the individual, suffer from this concept of freedom? What are the costs?
   e. How does the society benefit from this concept of freedom?
   f. What are the costs to society of this concept of freedom?

2. To examine the question, "What should be the scope and limits of freedom," students look at situations in the context of the school. (The class can be divided into groups with each group considering one of the following case studies *or* the class as a whole may discuss each.)
3. The teacher presents the following hypothetical situation:
   A number of new groups, consisting of a minimum of 15 members, ask to be recognized as official school clubs. Recognition as an official club would provide each group with a faculty advisor, some funds for operational expenses, identification as a school sponsored activity, and a place to meet during or after school hours. The class or group discusses whether official status should be granted in each situation. Some of these groups include:

   a. A women's liberation group, dedicated to studying about the changing role of women in American society and changing school practices and policies in such areas as athletics, course selection, counseling, and course content.
   b. A group of white males who have formed a Ku Klux Klan Club that supports the policy of white supremacy and publicize this doctrine through lectures and leaflet distribution.
   c. A Gay Club, interested in developing an understanding of homosexuals in society and in ending discriminatory practices.

Course: CITIZENSHIP

Topic: Self-Incrimination

Topical Questions: What are the nature and scope of the Fifth Amendment with regard to the privilege against self-incrimination? What could happen to this Constitutional guarantee in a highly developed technological society?

Time: 2 - 3 class periods.

Materials:
1. Copy of the Constitution
2. *Great Cases of the Supreme Court* – case: Miranda vs. Arizona (1966), Houghton-Mifflin, 1975.
3. Film – "Bill of Rights in Action – the Privilege vs. Self-Discrimination," BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif.
4. 16 mm projector.
5. *1984,* George Orwell, c. 1971. Signet Books.

Resource People: Local attorney

Rationale: Learning and comprehending one's basic rights essential, especially if the rights are to be exercised in a court of law. The controversial right inherent in the Fifth Amendment, allowing one "not to be a witness vs. one-self" is all-important and protective. Without such a right, people could be convicting themselves via their coerced testimony. Would it be possible in an advanced technological society that the "right to remain silent" might be exploited or denied by devices designed to discover the truth?

Content: Students investigate and analyze the Fifth Amendment to the Constitution, specifically, the right to remain silent, through the presentation of a case study. Students discuss the scope of the Fifth Amendment and how it is employed. Using the case study, students discuss the necessity of this Amendment as a right. The final area explored deals with the possible denial of the Fifth Amendment to citizens in a future society. The question of protecting society or protecting the rights of the individual decided by a panel discussion involving students. A lawyer's reaction to the film and panel are helpful in the final evaluation.

Objectives: At the end of this lesson, students should be able to:
1. Explain in writing the Constitutional rights discussed in the Fifth Amendment.
2. Discuss the denial of the "right to remain silent" as presented in an actual case study.
3. Discuss the impact that *advanced* law enforcement techniques could have on "the right to remain silent."
4. Employ the decision-making process and demonstrate it by debating the resolution of a conflicting question.

Procedures:
1. Teacher "pretests" students on their knowledge of the Fifth Amendment through an oral, teacher-led discussion (Ex., What rights are guaranteed in this amendment?). As students give answers, the teacher lists them on the board. When a sufficient list has been developed, students read a copy of the Constitution (Bill of Rights) to determine whether their assumptions and guesses were correct. Once the correct rights in the Fifth Amendment are established, the class discusses in depth the issue of the right against self-incrimination.
   a. What meaning does this right protect?
   b. Why is this right important?
   c. In what aspects is this right considered to be of a "controversial" nature?
2. Students read the actual case study of "Miranda vs. Arizona", pp. 101-102 of *Great Cases of the Supreme Court.* They discuss the following questions:
   a. What right(s) under the Fifth Amendment had been denied Miranda?

b. What was the decision made by the Supreme Court? Why?
c. Why, then, is the right to remain silent a vital right?
d. Of what relevant importance was this case for future arrests?

3. The teacher underscores the impact and scope of this right by having students react to a film dealing with the possible squelching of the right to remain silent in a futuristic society.
   a. Students view the film, "Bill of Rights in Action: The Privilege vs. Self-Incrimination." Students are then asked to hypothesize the *effect* an advanced technological device ("the truth machine") might have on the Constitutional guarantee of the right to remain silent.
   b. The next question is discussed: "Which is more important – protecting the rights of society or protecting the rights of the individual?" (This controversial question fosters independent thinking. It is also the question left unanswered at the end of the film,) A panel discussion on this issue, involves students in deciding the case presented in the film and gives them the opportunity to project upon the future status of their basic rights.

Evaluation:

1. A possible source for evaluation is to invite a lawyer to view the film and participate in the panel discussion to reveal the legality or illegality of advanced societies using such law enforcement devices on citizens. (*NOTE: Naturally, everyone involved can only present hypothetical reactions at this time since there are no precedents as of this moment to aid in the discussion of the issue.) It is recommended that the attorney lead the panel discussion debriefing to prevent the students' looking to an "expert" for the "right" answers.
2. Students read selections from George Orwell's book, *1984,* which discusses the theme of 'people's 'rights being violated in a future society through the utilization of monitoring devices that probe citizens' minds and extracts their thoughts solely for the benefit of the state (society). Students are asked to write a "reaction paper" on the book in which their final decision on the use of such devices to violate man's rights is stated.

Course: U.S. HISTORY

Topic: Intolerance and the First Amendment

Topical Questions: What rights are guaranteed by the First Amendment? When might the right become controversial? Are there examples of intolerance in today's society?

Time: 3 class periods

Materials:
1. Film – "Joseph McCarthy."*
2. Film – "Freedom of Speech."**
3. *School Expulsion*

Resource People:
1. Representative, American Cicil Liberties Union
2. Representative, local police department.
3. Member of the State's Attorney's Office

Rationale: It is important that students understand and use the Bill of Rights and that students consider the effect of an atmosphere of intolerance on the protection of their basic rights.

Content: Students view a film on Joseph McCarthy and discuss several levels of interpretation of the First Amendment. They then either view a film on Freedom of Speech and discuss it or they role-play a situation involving agitators and a speaker. Students then hear an adult panel on the topic.

Objectives: At the end of this lesson, students should be able to:
1. Define and use, in proper context, the term "Demagogue."
2. Evaluate whether or not an historical character was a demagogue according to the definition developed in Objective No. 1.
3. Recognize the effects of social climate on the interpretation of Constitutional rights.

Procedures:

Class Period 1:
1. Students volunteer to write definitions of a demagogue and clarify the meaning.
2. Teacher announces that students will have the task of judging a controversial historical character, Joseph McCarthy. Teacher distributes guide questions:
   a. Who is Joseph McCarthy?
   b. Was he a demagogue?
3. Students view the film, "Joseph McCarthy," followed by a discussion of the preceding questions.
4. *Students read some articles* about the early fifties and then prepare to role-play a liberal speaker at rallies criticizing McCarthy, the police, and the government.

Class Period 2:
1. Students view the film, "Freedom of Speech: Feiner vs. New York." Teacher stops the film just before the arrest. The class discusses "Who should be arrested: the speaker or the agitators?"
2. Teacher reveals the Supreme Court Decision.
3. Students continue to view the film to its end. They discuss, "should Feinder have been dismissed?"
4. Teacher distributes sheet on SCHOOL EXPULSION and answer and discuss the following questions.

*Joseph McCarthy. A.J. Matrisow, 1970.
**Freedom of Speech. The Bill of Rights In Action series. BFA Educational Media. (Educational Motion Pictures, Bernard Wilets, 1968).

SCHOOL EXPULSION*

California Educational Code

10603. For the protection of other pupils in the public school, the governing board of any school district may suspend or expel, and the superintendent of any school district when previously authorized by the governing board may suspend, a pupil whenever it is established to the satisfaction of the board or the superintendent, respectively, that the pupil has on school premises or elsewhere used sold, or been in possession of narcotics or other hallucinogenic drugs or substances, or has inhaled or breathed the fumes of, or ingested, any poison classified as such by Schedule "D" in Section 4160 of the Business and Profession Code.

Hypothetical Case

As noted in her permanent record folder, Sally Shuman liked to eat library paste in elementary school and several times had been found sniffing glue. She had been a behavior problem since kindergarten. She was frequently truant, refused to do her homework or participate in classroom activities, and refused to report for detentions. On numerous occasions she had been found outside of class without a pass with her boyfriend or was discovered in the restrooms smoking. It was "no surprise" to Superintendent Blymer that at the age of fifteen, she was accused of smoking and selling marijuana to three other students in a girls' restroom.

Superintendent Blymer attended her trial in juvenile court. There, evidence was presented substantiating Sally's story that she had merely been in the restroom on a pass from class at the same time as the other girls and that she had not, in fact, sold them the marijuana they were smoking, though she was aware that they were smoking marijuana. She further revealed who the actual dealer was and said that virtually all the students knew about the dealer. Other witnesses corroborated her testimony and she was acquitted of any wrongdoing in this instance.

Superintendent Blymer, however, was not convinced of her innocence because of her past record. He ordered her expelled from school.

1. Is Sally's expulsion justified by this rule?
2. What criteria should be used in applying this rule?
3. What relationship should this rule have to court proceedings?
4. Should such authority be granted to public school officials? Why? Why not?

OR

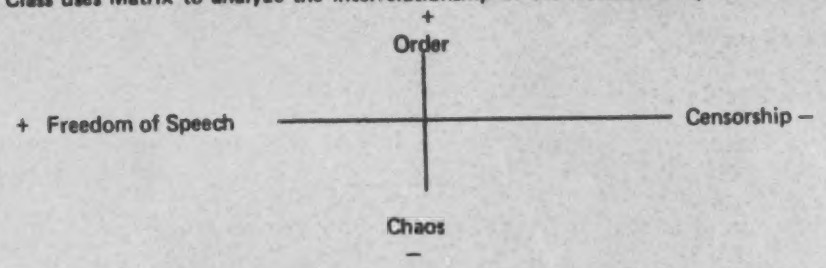
Alternate Lesson for Class Period 2:

1. Teacher creates a role-playing situation with a liberal civil rights speaker confronted with white agitators who move closer and closer and become more threatening. Teacher gives options for students as police to stop the disturbance by:
   a. Biding time.
   b. Making presence known.
   c. Arresting speaker.
   d. Arresting agitators.
   e. Other.

   (See "Approach to Role-Playing," of this *Handbook.)*
2. Teacher stops the role-playing at intervals:– *before* agitation begins, *when* agitators move toward the front, and *as* agitators threaten to haul the speaker down. Students pick an option at each point and justify each option.

*Source:
On Authority, Law In A Free Society, 606 Wilshire Boulevard, Suite 600, Santa Monica, California 90401, 1974.

3. Class uses Matrix to analyze the interrelationship of the freedom of speech and order.



4. Students construct Matrix for privacy and gathering evidence in class or at home.
5. After the film *or* role-playing, students list groups they believe do not get justice in our society today because of intolerance. Students follow each group with a possible reason for the intolerance.

Class Period 3:

1. Panelists discuss contemporary examples of intolerance and their effects on Constitutional rights. Invite panelists representing citizens (ACLU), and the government, and police.
2. The following questions can guide the panel's presentation:
   a. Is there intolerance toward groups in our society?
   b. Are basic rights taken from these groups?
   c. What changes in society or law enforcement would correct the problem?
3. Allow time for panelists to answer questions from students.

Evaluation: Teacher collects homework assignments for the three days' work.

Assignment: Students write a composition which discusses the following topics: What evidence of intolerance exists today? Are rights being abridged? What changes are needed in law or society?

Course: U.S. HISTORY

Topic: Separate But Equal

Topical Question: How does the decision in the Brown vs. Topeka Board of Education case reflect the change in social political attitude from the late Nineteenth century and Plesey vs. Ferguson?

Time: 2-3 class periods

Materials: Books:
Great Cases of the Supreme Court, Houghton – Mifflin, 1975.
The Supreme Court and Segregation, Noble and Noble, 1972.
Race and Education, A.E.P., 1969*
The Supreme Court in American Life, Scott Foresman, 1964.
The Negro in Twentieth Century America, John Hope Franklin, Vintage Book, 1967.

Rationale: This activity enables the student to understand the intent of the Fourteenth Amendment, the concept of due process, and the role of the Supreme Court as it is influenced by changing social values.

Content: Through the use of the Supreme Court case of Plesey vs. Ferguson, this lesson develops the legal basis for segregation in the United States from the late Nineteenth Century until 1954.

Objectives: At the end of this lesson, the students should be able to:
1. State reasons why the Supreme Court in the Plesey case ruled that separate but equal facilities were constitutional.
2. Recognize and explain how this decision was based on the sociological environment of the times.
3. Comprehend that Supreme Court decisions are influenced by factors other than written law, and give supporting evidence.
4. Identify various interpretations of higher court decisions.

Procedures:
1. Teacher distributes materials that describe the case of Plesey vs. Ferguson.
2. Teacher divides the class into smaller groups and has each group devise a list stating the majority and minority opinion of the Justices. Consult "The Supreme Court and Segregation" pages 494 to 499.)
3. Each group states reasons why the Justices had varying opinions in this case.
4. Teacher attempts to develop a consensus where the class agrees or disagrees with the decision.
   Does the class reflect the same values of the Justices in the consensus? Which values are the same and which are different? Why?
5. The class develops a list of external pressures outside the realm of written law that may have influenced the decision.

Assignment:
1. Students construct a definition of "equal protection under the law."
2. Is the Plesey decision still in effect today? If not, when did the concept of "separate but equal" become illegal?
3. Are there any cases after Plesey concerning "separate but equal?"

(Note to teacher–
(Sweatt vs. Painter, 1950; Shelley vs. Kramer, 1948; Lombard vs. Louisiana, 1963; Consult "Great Cases of the Supreme Court")

*_Race and Education,_ Xerox Education Publications Unit Book, Xerox Corporation Publishing, Middletown, Connecticut.

Course: U.S. HISTORY

Topic: Slavery vs. Freedom

Topical Questions: How was the Fifth Amendment violated in the Dred Scott case? What role did the Missouri Compromise play in this case? What rationale was given by the Supreme Court in this decision?

Time: 3 class periods

Materials: Books:
Selected Case Studies in American History II,° *The Afro-American in United States History,*°° *Black Leadership in American History,*°°°, *The Negro in American Life,*°°°° and *The Supreme Court in American Life*°°°°°

Rationale: To acquaint students with one of the methods used to fight civil rights before 1860. It enables students to explore the Fifth Amendment and its relationship with both the Missouri Compromise and Dred Scott case. By acquainting the students with this information, it is hoped that they will experience "first-hand" the frustration and pain that Dred Scott encountered in his plea for freedom.

Content: Through the use of a mock trial, students explore the background and facts leading to the Dred Scott decision. From this experience, the students explore and speculate on what Constitutional rights were violated then and be able to develop their own theories as to what would be the results of the same case today and why these results would change.

Objectives: At the end of this lesson, the students should be able to:
1. Identify and list the background and facts that led to the Dred Scott vs. Sandford case.
2. Analyze the U.S. Supreme Court rule against Dred Scott's plea.
3. Interpret and evaluate the opinion of the court in terms of that historical period.
4. Analyze the effects of the Supreme Court decision on the issue of slavery.
5. List and describe what Constitutional rights were violated according to today's interpretation.
6. Draw conclusions and develop their own theories as to how this could happen during that historical period, and state some factors that would prevent a similar occurrence today.

Procedure:
1. Teacher assigns the class a list of readings that relate to the background of the Dred Scott case and the roles and duties of the participants in this mock trial. (For assistance in setting up Mock Trials, see this *Handbook.*)
2. Teacher explains the roles and duties of these participants:
   a. Judge (1)
   b. Plaintiff (1)
   c. Plaintiff's attorney (1)
   d. Witnesses for the Plaintiff (3)
   e. Defendant (1)
   f. Defendant's attorney (1)
   g. Witnesses for the defendant (3)
   h. Panel of jurors (12)
   i. Clerk (1)
   j. Court reporter (1)
   k. Bailiff (1)

The students prepare and conduct the trial. (Allow ample time.)

3. Once the decision in this court is made and appealed, the class by-passes all other appeal courts and goes directly to the Supreme Court: judges (9)

(Class size for this game should be in the area of 30 to 35 students.) Teacher allows one class period for the class to complete their readings on their roles. Students conduct the trial during

the second class period. The jurors give their decision and the Supreme Court, its' opinion during the third class period.

Evaluation: A brainstorming session employing the topics below:

1. In 1857, what rights did Dred Scott have that were violated by our court system?
2. Was the Supreme Court's opinion dealing with this case constitutional by our present day laws? Explain.
3. What personal rights (Dred Scott) were violated in this mock trial? Could you foresee these constitutional rights being violated today? If so, where?
4. What safeguards are in our system today to prevent this from occurring again?

Assignment: The students parallel the likenesses and differences of the Dred Scott case with that of Brown Vs. Board of Education, in which the Supreme Court struck down the idea of separate but equal schools.

*Selected Case Studies in American History II, William Gardner (et. al). Allyn and Bacon Inc., 1970.
**The Afro-American in United States History. Sandifer, Globe Book Co. Inc., New York, N.Y. 10010, 1969.
***Black Leadership in American History. T.T. Lyons, 1971. Addison Wesley Publishing Co. Inc.
****The Negro in American Life. Mabel Morsback. Harcourt Brace Jovanovich. New York, 1967.
*****The Supreme Court in American Life. Scott Foresman, 1964.

Course: U.S. HISTORY

Topic: Haymarket Riot – Freedom of Speech

Time: 1½-2 class periods

Materials: Chalkboard presentation, role sheets for witnesses
Books:
Meltzer, Milton, *Bread and Roses*, New York: Alfred Knopf, 1967, pages 110-123.
Gardner, William, et al. *Selected Case Studies in American History*, Boston: Allyn and Bacon, Inc., 1970, pages 65079.
Alleman, Janet E. and Chapin, June R., *Voices of a Nation*, Ocean: Field Education Publication, Inc., 1972, pages 205-208.

Rationale: The limiting of free speech and assembly became an issue during the civil rights and anti-war protests of the 1960's. This conflict has a historic basis in labor management relations with the riot at the Haymarket Square in Chicago. This issue also encompasses the protection of the rights of the community versus the rights of the individual.

Content: Students look at the issue of freedom of speech. The first part of the lesson deals with the role of the police in crowd control versus the protection of individual rights. The second part deals directly with the courts and the public's responsibility to protect the individual's rights of free speech.

Objectives: At the end of this lesson, the student should be able to:
1. Identify their attitudes toward the role of the police in the control of crowds.
2. Compare and contrast present and past public attitudes concerning the issues.
3. Discuss the limits to be applied to freedom of speech.
4. Analyze in writing the values involved in crowd control.

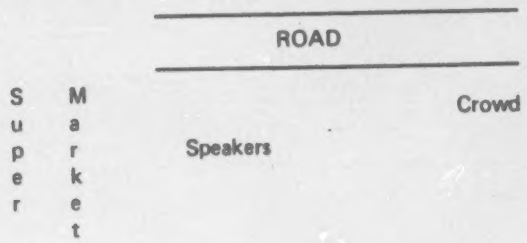
Procedures: 1. The teacher presents the following situations to the class:

SITUATIONS

SITUATION A.

Many of the people in the Townsville area are out on strike, attempting to get better working conditions and higher pay from local industry. For the past two weeks several speakers have tried to convince the strikers to take over the local industries and kill their owners. Three days ago, the workers attacked the XYZ Plant, which had been an earlier scene of trouble. Some people were beaten by the police, but no one was killed.

Several hundred workers are meeting in the super market parking lot to listen to speakers.



Spies, Engel, Fischer, Fielden, and others are speaking to the excited crowd about the greedy owners. They call the workers to arms and try to convince them to destroy some local industry.

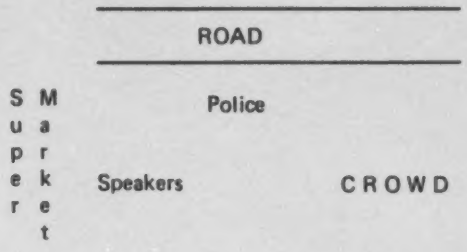
The owner of the super market is worried that the crowd may loot his store, so he calls the police. You arrive in your squad car and must decide what to do. Students have choice of aforementioned actions.

SITUATION B

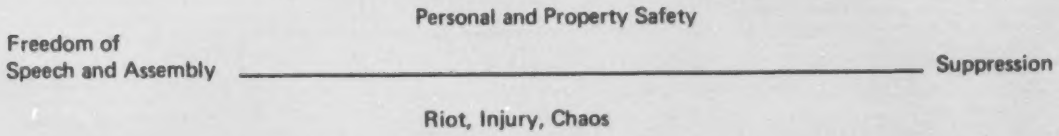
Several pro-management henchmen are present in the crowd. They start yelling insults at the speakers as they push their way through the crowd and head for the speaker's stand. They tell the speakers to get off their soapbox or they will knock them off of it. By this time, part of the crowd is supporting the henchmen and part, the speakers. What would you do?

SITUATION C

More policemen and company henchmen have arrived. There is now a large force facing the crowd. Suddenly a bomb is thrown from the crowd toward the police. One policeman is killed and several more are injured. What would you do?



2. Students discuss each situation.
3. On the board, the teacher writes the section of the 1st Amendment which is found on page 69 of *Selected Case Studies in American History.*
4. He explains to the students that they are to play the roles of policemen in the situations. They may take the following actions in each situation:
   a. Take no actions – report to the scene but stay away from the crowd.
   b. Make presence known – place self in obvious positions, possibly between the speakers and the crowd.
   c. Arrest the speakers on the stand.
5. After the lawyers have made their final remarks, the class divides into groups to discuss their verdict in the case.
6. The teacher explains the actual happenings and the arrest of the speakers. Values involved in the situation are clarified by use of the following spectrum:



7. The case is followed up by the presentation of the testimony of witnesses in a trial situation. (Follow the guidelines found in *Great Cases of the Supreme Court,* Boston: Houghton, Mifflin Co., 1971, pages 109-116.)

(Teacher gives the following roles and testimonies to selected students in advance.)

a. A prosecuting and defense attorney will be needed to question the witnesses. These two should have a copy of all the roles ahead of time so that they may prepare questions.

b. Henry Heineman (Reporter for the *Chicago Daily News)* – an eyewitness. You hear Spies trying to calm the crowd at the start of the meeting. The crowd is in sympathy with the speakers and politely applauds them. At the close of his speech, Parsons tries to excite the crowd to pick up weapons, while another speaker, Fielden, encourages the crowd to get the law before it gets them.

c. Mayor Carter Harrison of Chicago
You claim that you walk through the crowd while listening to the speeches. The speakers seem radical to you, but the crowd is rather calm. The people close to the speaker's stand applaud them while the people on the fringe of the crowd are jeering the speakers.

d. John Workingman – a member of the crowd
You received two flyers during the day. The first encouraged you to come to the mass meeting armed and ready for action. The other claimed that you are working yourself to death to aid the greedy factory owners. Your only answer is to be ready to fight back with arms, according to the flyer.

e. Captain John Bonfield – Inspector of Police
You claim the speakers were standing on a truck talking to the crowd as your man approached. Orders have been given not to fire or hit a striker without orders. You and Captain Ward were the only police displaying weapons. Ward gave the order for the crowd to disperse and the speaker, Mr. Fielden, replied that the crowd was peacable. Suddenly the bomb exploded behind you.

f. Albert Parsons – one of the speakers
You feel that you have not violated any laws and as an American citizen you have the freedom of speech and assembly. You admit that you called the people to arm themselves, but you are not in favor of bloodshed and are not guilty of murder. You admit that you helped organize the Haymarket meeting, but had nothing to do with throwing the bomb.

Evaluation: Students write their verdict in the case in light of the testimony and the guarantees of freedom of speech.

Assignment: An exploration of the Schenk case.

Course: U.S. HISTORY

Topic: Intolerance in America (The Sacco – Vancetti Case)

Topical Question: Does prejudice ever influence a court trial? How is "due process" followed in a courtroom?

Time: 3 - 4 class periods

Materials:
1. Alice Dickinson, *The Sacco-Vanzetti Case,* 89 pages, Watts, 1972.
2. Reading from *American Adventures; Between Two Wars,* pages 87-89.
*3. Film, "The Sacco-Vanzetti Case" by David Wolper Productions.

Resource People: Local Attorney

Content: Students role-play the Sacco-Vanzetti Case.

Rationale: This lesson examines a controversial episode in American history in which prejudice plays a key role in the outcome of a trial. The defendants are foreigners, Catholic, and anarchists. They are victims of the times (1920-1927). All the authority figures; policemen, judge, governor of the state, are quoted using prejudicial terms. Questions posed by the mock trial include, "What factors caused the attitudes toward the defendants?"

Objectives: At the end of this lesson, students should be able to:
1. List at least five ways that prejudice can affect decisions on legal matters.

Procedures:
1. Teacher selects or accept volunteers for characters to portray a mock trial based on the description in "rationale."
2. The characters read the book by Ms. Dickinson and write a brief explanation of each of the following characters: (This assignment should be made several days prior to the actual lesson.)
   a. Sacco
   b. Vanzetti
   c. Judge Thayer
   d. Defense attorney
   e. Prosecuting attorney
   f. Bailiff
   g. Clerk of court
   h. Arresting officer
   i. Injured guard
   j. Bystander on street
   k. Vanzetti's employer
   l. Purchaser of fish
   m. Newspaper reporter*
   n. Moderator*

   *Use role if teacher believes it necessary.
3. Teacher chooses a jury of twelve people.
4. The class follows the real court procedures as they occurred.* (A local attorney can be used to assist in this activity.)

(Ideally about three classes totalling 90 students creates the best learning experience. Teacher allots one day for the trial participants to prepare their roles in a separate room. On the second day the class presents the evidence for and against the defendants. On the third day, the teacher schedules the closing arguments, admonition to the jury, and final verdict. If the loan film is available, it serves as an ideal follow-up to the mock trial because it tends to provoke further discussion pertinent to performances by students. A general discussion of all aspects of the case is scheduled during the last class period.)

Evaluation: The following questions are discussed:

1. What were the most striking facets of the courtroom procedure?
2. How was intolerance shown?
3. What factors caused the attitudes toward the defendants?
4. How did you personally feel about the guilt or innocence of Sacco and Vanzetti?
5. How would you compare the trial to "a typical T.V. trial such as one on *Petrocelli* or a *Perry Mason*"?
6. Do you think the "times" still dictate attitudes toward alleged criminals who face trial for various offenses? Explain your answer.

Assignment: Research other trials of this nature from other periods of time: (1890' Haymarket Affair), (1930's Bruno Hauptmann Trial), (1950's The Rosenberg's Trial). Compare and contrast the trials.

*See Mock Trial Approach.

Course: U.S. HISTORY

Topic: The Reform Tradition in the United States (Constitutional Rights as Applied to the Individual; Court Cases and Students).

Topical Questions: How have students gained more rights as individuals? How are these rights protected? What responsibilities are inherent in the rights?

Time: 1 - 2 class periods

Materials:
1. Paperback, *The Rights of Students.* (The Basic ACLU Guide to a Student's Rights).
2. Other print materials which explain particular cases:
   a. Tinker vs. Des Moines Independent School District
   b. West Virginia State Board of Education vs. Barnette
   c. In re Gault 387 U.S. 1
   d. Valentine vs. Independent School District, 174 N.W. 334 (Iowa 1919)
   e. Ladson vs. Board of Education, Union Free School District #9 323 N.Y.S. 2d 545 (S. ct. 1971)

Rationale: In line with changes produced by social, economic, and moral pressures, this lesson serves to acquaint students with certain rights, which have only been recognized and assured within the last fifteen years, a shorter span than the student's own life. We are living in a new "progressive era" similar to the original and also similar to the New Deal of the thirties. Now the thrust of emphasis is placed on individual rights.

Content: Students study cases as examples of how they have gained more rights through actions of the court system. A general clarifying discussion is stimulated by this lesson.

Objectives: At the end of this lesson, students should be able to:
1. Analyze a court decision and its effects.
2. Determine the limits of their behavior as students.
3. Feel more secure in the knowledge that their rights, like those of any other minority, are protected.
4. Realize that along with the guarantee of certain rights there are corresponding responsibilities.

Procedures:
1. Teacher assigns the readings as homework if lesson is planned for one period.
2. Students read the cases in class during the first class period if lesson spans two class periods.
3. Students discuss the cases during the second class period.
4. (The class can be divided into five groups – each assigned a single case to study.)

Evaluation:
1. The teacher initiates questions about the cases:
   a. Which case deals with the student's right to protest? (Case 1)
   b. Which case deals with the student's right to refuse to salute the flag? (Case 2)
   c. Which case gives the school authorities the right to search a student's possessions? (Case 3)
   d. Which case allows a student to participate in graduation ceremonies even though he has disrupted the discipline of the school? (Case 4)
   e. Which case allows the student the legal right to see his personal school records? (Case 5)
2. Related questions include:
   1. What is your personal feeling about these decisions?
   2. Have you been in a situation similar to one of these? Describe it.
   3. Were you aware that students had these rights? How might other students learn about their rights?

3. Teacher devises a matching quiz, or assigns an essay discussing other implications of the decisions or the cause and effect of one of the cases.
4. The involvement in this lesson has few limits. Students study other cases that affect them.

Assignment: Each student creates a hypothetical situation and researches the *ACLU Rights of Students* book or others for a possible decision in the matter.

*The Rights of Students (Basic ACLU Guide to Students Rights) Levein, Alan and others. New York. Discus Books, 1973.

Course: CITIZENSHIP

Topic: Shoplifting

Topical Questions: What is shoplifting? Is shoplifting a crime? Why? What are the effects of shoplifting on business, family, and the shoplifter? What is the description of a "typical" shoplifter? Is shoplifting ever justifiable?

Time: 1 - 2 class periods

Materials: Film, *Shoplifting,* from ACI Films, Inc..

Rationale: When asked if shoplifting is a crime, a students typical answer may well be "no," coupled with the following, " . . . besides the store won't miss it and they charge too much for things anyway." This particular film presents the total shoplifting picture from the cost of the crime to the reasons for it. Through this film, hopefully student will become aware of the seriousness of this crime.

Content: Students review the film, *Shoplifting,* which presents an overview of this rapidly rising crime. Through the use of example, film, and class discussion, students view shoplifting as it really is, a crime. Students also project the effect shoplifting has on one's future.

Objectives: At the end of the lesson, students should be able to:

1. Define term "shoplifting."
2. Explain the effects of shoplifting on the community.
3. Describe the "typical" shoplifter and why he or she commits such a crime.
4. Recognize the implications arrest for shoplifting has on family, future, and reputation.

Procedures:

1. To introduce the film, *Shoplifting*. the teacher asks students to think of a time they took something that didn't belong to them. (They do not have to share their experience, but the instructor could share his/her own experience (if any!).) Discussion includes the following questions:
   a. Would you consider what you did stealing? Why, why not?
   b. Did you tell anyone?
   c. Looking back on what you did, why did you do it?
   d. When someone takes something that doesn't belong to him, who ultimately pays for it? How?

2. The teacher cites an example of someone caught in the act of shoplifting. It would help if the situation is localized to provide more meaning for the student.
   Example: "Ann McCarthy, a student at _____ High School, was in a hurry. The first decent dance of the year with a good bank was coming up Saturday night. Ann went to _____ looking for a new outfit. She found a cute outfit that looked great on her, but cost $28.50. Ann had $22.00 plus loose change. There was no chance of a loan from her parents or friends. Ann got a brainstorm. Quickly glancing around the store, she switched price tags. Now the outfit "cost" Ann $20.99. Happy with the switch, she stood at the cashiers area. Suddenly, a woman Ann had noticed before walked over to Ann and asked her to come with her. Before Ann asked who she was, the woman identified herself as a store detective. Ann just joined the ranks of arrested shoplifters. Switching price tags is stealing as much as stuffing a sweater in a pocketbook and walking out of the store."

   Suggested Questions:
   a. What was Ann's crime?
   b. Why is switching price tags considered shoplifting?
   c. Should Ann be arrested? What would you do if you were a store detective?
   d. What are the after-effects of such an arrest?
   e. Who ultimately pays for Ann's shoplifting?

3. Following class discussion, the teacher introduces and shows the film, Shoplifting (20 minutes).

4. In a follow-up discussion of the film, the teacher uses either a handout of questions, a list of questions on the board, or large and/or small group discussion.

Suggested Questions from Files:

a. What is shoplifting?
b. Why is shoplifting increasing?
c. Describe the typical shoplifter.
d. How are shoplifters treated by store detectives?
e. What does the law say about shoplifting?
f. How can family background influence whether one becomes a future shoplifter?
g. Who ultimately pays for goods taken by shoplifters?
h. How can shoplifting be halted?
i. How would you feel if a member of your family was arrested for shoplifting? What if *you* were caught shoplifting? How would *you* feel?
j. Is shoplifting ever justifiable?

Evaluation: Students summarize points brought out in their discussion.

Course: U.S. HISTORY

Topic: Decision making: Authority/Foreign Policy. Question of the Phillipines.

Time: 2 class periods

Materials:
1. Film, *"Lure of Empire: America Debates Imperialism"*
2. *Selected Case Studies in American History,* Vol II, By Gardner-Beery-Olson-Rood (Boston: Allyn and Bacon, Inc., 1970).
3. Handout sheets: *East Africa and the Insular Cases,* included.

Rationale: To foster awareness of universal and particular reasons for U.S. Involvement outside its geographical boundaries and to help students realize the problems created by using one's own legal system and values to govern and formulate policies toward colonies.

Content: The students review the film, "Lure of Empire: America Debates Imperialism,"* read and discuss Case studies, participate in a valueing exercise and discuss historical case studies.

Objectives: At the end of this lesson, students should be able to:
1. Use personal values and historical knowledge of a period of U.S. History to decide policies toward American overseas possessions.
2. Emphasize with the persons in U.S. possessions over the question of Constitutional rights.

Procedures: *Class period 1:*
1. The teacher reviews, briefly the results of military action during the Spanish-American War.
2. The teacher poses the question: "What do we do with the Philippines?" (Emphasize: that this decision will set a precedent in Far East Foreign Policy.)
3. Students review the film "Lure of Empire: America Debates Imperialism", listening for reasons why U.S. leaders opposed or supported annexation of the Philippines.
4. The teacher stops the film before President McKinley's decision and divides the class. One half reads pages 111-113 in support of annexation and the other half reads opposing views on pages 113-115 in *Selected Case Studies.*
5. The class discusses the validity and logic of reasons given for acquiring the Philippines.
6. Students list problems faced in annexing another country; as a homework assignment.

Class period 2:
1. Students list possible problems faced in annexing another country (from homework assignments).
2. Students read "Law and Policy in East Africa I" (attached) and answer those questions.
   a. They turn the handout over and read and answer the questions.II
   b. Teacher emphasizes the difference in cultural basis for laws.
3. Students then read the Insular Cases (attached) handout.
   a. After reading the front of the handout, students answer the questions. I
   b. Students turn the handout over, read and answer the questions. II
   c. The teacher emphasizes the double-standard because of the common view of the Philippines.

Evaluation: Teacher administers a vocabulary test or students formulate a foreign policy toward acquired possessions.

Assignment: Students formulate a foreign policy toward acquired possessions in the future.

LAW AND POLICY IN EAST AFRICA – I

A young man in a remote village, uneducated in the Western sense, is charged with murdering a relative, an old woman. He admits killing her but says he did so in self-defense: She was a witch, sworn to kill him by incantation. (Magic spell)

The story told by the young man is that one of his children came down with an unknown illness, weakened mysteriously, and died. By tribal custom the old woman, his relative, should have prepared the funeral rites, but she did not do so. When he asked her why, she said she had cast a spell on the child and would kill all his family.

Then another child sickened and died. The man confronted the old woman and demanded she stop. She laughed, looked hard at him, and said she would see that he died before sundown that day. He went away, found an ax, crept into the old woman's hut, and killed her. Then he turned himself in to the head man.

The young man was convicted and sentenced to death. If you were a judge on the Court of Appeals, would you have affirmed or overruled the conviction? Give your reasons.

Source: Institute of Political and Legal Education.

LAW AND POLICY IN EAST AFRICA – II

The three judges on the Court of Appeals gave the following opinions:

The first judge said he would not question the sincerity of the accused: doubtless he really did believe in witchcraft, and thought he would die unless he killed the old woman first. But a belief in imminent physical danger could be accepted as a defense to murder only if it were reasonable. The law of this new African republic was still based on the common law of England, and that meant the test was that a reasonable man on Picadilly would believe. No reasonable Englishman believed in witchcraft. The conviction should be affirmed.

The second judge said the first was practicing neo-colonialism: A new African state could not be bound in its law by what the mythical reasonable man on Piccadilly believed. Clearly this defendant's belief was reasonable in his culture. Conviction should be reversed.

The third said both his judicial colleagues were wrong in their approach. English rules should not be rigidly applied, but it would be just as bad for the new state to accept primitive beliefs as a standard. The court should take a pragmatic approach and decide the case in the way most helpful to the country. That was to uphold the conviction but reduce the sentence to a moderate prison term, thus teaching thatbelief in witchcraft was not a good defense but allowing time for that principle to become understood.

1.) With which of these judges do you agree? Why?

2.) Describe how each of the judges interprets the meaning of Justice.

THE INSULAR CASES – I

To maintain order on this primitive archipelago the President, under the advice from the State Department, appointed a territorial governor. To financially support the colonial government in the Philippines, the appointed governor and appointed Senate have passed a law authorizing the collection of a tax on livestock.

The Islanders feel the tax is not equitably enforced and is a burden on the island population. More importantly, the tax was authorized by officials not elected by the native Filipinos. Remembering the Revolutionary War call for fair taxation (No Taxation Without Representation), the natives have sued in court to stop the unconstitutional tax. Their case was overturned in lower Federal courts. Today, exercising their constitutional rights, they are asking the Supreme Court of the U.S. to rule in their favor.

As a Justice on the Supreme Court, how would you rule?

THE INSULAR CASES – II

The Justice could rule:

1. The Constitution follows the flag. The Constitution has always followed the flag. The Philippines is a U.S. possession: therefore all Filipinos have the same rights as all other Americans. The tax must be passed by a representative assembly.

2. The Constitution does not apply to certain territories until nearing statehood. The Philippines as an unincorporated territory because Congress believes its likelihood of becoming a state of the Union is not wise at any near date. Therefore, Fillipinos need not be granted full Constitutional rights.

Which legal reasoning would you agree with?

Course: ANTHROPOLOGY

Topic: Authority in Prehistoric Communities

Topical Questions: What are the origins of authority in its most basic form? What are some of the most important structural differences between simple (tribal) societies and large complex societies (states) as they relate to sources of authority?

Time: 4 - 5 class periods

Materials: *Studying Societies,* Anthropology Curriculum Study Project.
Emergence of Complex Societies, Anthropology Curriculum Study Project. Videotape of "The Battle for Dominance from *Primal man* mini-series. Patterns of Culture by Ruth Benedict, (Houghton-Mifflin, 1950).

Content: Students will explore and speculate on the origins of authority and roles of authority in prehistoric communities. Students then discuss "natural" qualities of authority. By comparing specific cases, the students compare sources and roles of authority between simple societies and larger, more complex societies.

Objectives: At the end of this lesson, students should be able to:

1. hypothesize as to the origins and emergence of the authority figure in prehistoric communities.
2. identify special qualities of the authority figure in prehistoric communities.
3. describe the differences between band and/or tribal-level and state-level handling of wrongs.
4. determine reasons for the differences in the handling of wrongs and disputes within the two types of societies.

Procedures:

1. The teacher introduces and shows "Battle for Dominance" from the T.V. mini series *Primal Man.* (The program deals with the emergence of the roles of dominance and submission and the evolution of institutional authority.) Following the presentation, the class brainstorms or discusses questions such as:

   a. What were the special qualities of the authority figures in early hunter-gatherer bands? Are these qualities still looked for in authority figures today? What are some different qualities of more recent leaders? Cite some specific examples.
   b. What factors influenced a person's position/status in early hunter-gatherer bands? Are these factors in any way similar to those which determine a person's status/class/caste in today's societies? If so, in what ways?
   c. What do you suppose the functions of the earliest leaders might have been? To what degree are these functions of authority figures found in modern society? How are they different?
   d. Why do you think the "guards", and the "prisoners", in the Zimbardo experiment behaved as they did? How can you relate their behavior to the earliest leaders in modern society?

2. The students read, either as a class, or individually, one or more selections dealing with authority or means of social control in primitive societies. (The teacher may assign different readings to several students or groups of students and then have them report to the class.) Some suggestions of sources are:
   1. "The Crime of Cephu" *(Studying Societies, Anthropology Curriculum Study Project,* pp. 31-38.)
   2. *Patterns of Culture* by Ruth Benedict (Houghton-Mifflin Co., 1950), pp. 61-63, 90-93, 94-95.
   3. *The Twilight of the Primitive* by Lewis Cotlow (MacMillan Co., 1971), see index for specific peoples.
   4. *Stone age Peoples Today* by Gordon C. Baldwin, (W.W. Norton and Co., 1964), see index for specific peoples.

3. The teacher introduces the Sumerians to students. (They were one of the first civilizations and they left us much information about their institutions and way of life through written records.)

   Students refer to the legal texts in *The Emergence of Complex Societies,* Anthropology Curriculum Study Project, pp. 10-12. (An alternative, if this project is not available, is *The Tree of Culture* by Ralph Linton (Alfred A. Knopf, Inc., 1955), pp. 309-312.)

4. The teacher leads a discussion of the reading selections on authority and social control in the two types of societies.
   a. In general, how are wrongs and disputes handled differently in the two types of societies?
   b. In the two societies, what roles or positions are associated with judgement and punishment?
   c. What general differences between simple and larger, more complex societies can you identify or describe in the way they handle wrongs and wrongdoers?
5. The discussion ideally establishes characteristics of institutions in a complex society such as:
   a. The qualities of impersonality and impartiality.
   b. The formality of procedure.
   c. The absence of arbitrary decision-making (prescribed laws and punishments).
   d. Specialized roles.
   e. The monopolization of force by a central authority.

Evaluation: The class constructs a list of advantages and disadvantages of institutionalized authority.

Course: CONTEMPORARY ISSUES

Topic: Law vs. Conscience

Time: 3 - 4 class periods

Topical Questions: What should (or can) you do when your conscience is in conflict with the laws and actions of the nation which protects you?

Materials: Film, *Trial By Fire,* 16mm, 27½ minutes. *Antigone* by Sophocles (any edition). Thoreau's "Civil Disobedience" (any edited version). Nuremburg Trial Proceedings (any description, but the Judgement at Nuremburg Case Study from the AEP Public Issues Series, Harvard Social Studies, 1970 Project is recommended.)

Rationale: The recent and often controversial United States involvement in the Vietnam war sparked a debate which has challenged the collective wisdom of Western civilization for many generations. The debate focused on the fact that the laws of a nation often force a person to do something which is against his conscience – something which he deeply feels is wrong. In Vietnam, for example, some young men were forced to fight in a war which they considered both illegal and immoral. When this type of situation occurs, what can or should the individual do?

It is quite important that students be made aware of this potential dilemma in their future lives and that provisions be made for analyzing the alternatives for resolution. Furthermore, the student should be made aware of the many historical examples of this issue and examine critically the past established precedents. By relating precedents to contemporary situations, the students have the opportunity to compare and contrast various approaches to the problem and evaluate their effects on organized society.

Content: Students read about examples of civil disobedience from different eras and situations of Western society for the purpose of comparison and contrast. The lesson begins with a recent case study so that students quickly grasp the relevance of the issue. The activities then retreat into history so that students can more easily perceive the parallels and differences.

Note: Readings by other famous individuals can be substituted for those recommended.

Objectives: At the end of this lesson, students should be able to:

1. Define the term "civil disobedience."
2. Discuss and analyze the effectiveness and legitimacy of civil disobedience in a democratic society.
3. Discuss alternative means of holding authority responsible in a democratic society.
4. Analyze and discuss the impact of precedent on contemporary society.

Procedures:

1. The teacher shows the film, "Trial by Fire," which considers the conflict between law and conscience as it applied itself to the Vietnam war.

   Synopsis of film: a much decorated combat pilot is ordered to bomb a village in which a small number of Chinese Communist guerillas are hiding. On a previous mission, he had been shot down. Parachuting to safety, he saw at close range the horror his bombs had brought to innocent civilians. He now refuses to fly the mission, saying it is immoral. He will not attack targets that are primarily civilian. As a result, he faces certain courtmartial and possible death. His commanding officer respects him and tries to get him to change his mind. His lawyer, a military psychiatrist, and his wife do the same, citing the need for obedience to legitimate authority and the necessity of stopping the Communists. He wavers. Should he follow his conscience? Or should he obey legitimate authority?"

2. At the conclusion of the film, 6 or 7 volunteers organize a panel discussion. The participants discuss whether the Colonel should have followed the command of his superiors or whether he should have given obedience to his conscience.
   a. All class members prepare for 10-15 minutes for the panel discussion.
   b. After the formal panel discussion, a period of time is provided for members of the audience to voice their own views and opinions.
   c. The teacher does not attempt to influence the opinions of class members by referring to previous historical precedents involving a similar issue.

3. The students are introduced to the facts surrounding the Nuremburg Trials by reading the case study "Judgement at Nuremberg" as found in the AEP Pamphlet "The Limits of War."

   At the conclusion of the reading, students discuss the effects of the Nuremberg precedent as it relates to selected events of the Vietnam War – for example, the My Lai incident and the case of Lt. Calley. The facts are presented in round table discussion.

4. In order to point out to the class that the issue of resolving conflicts between legitimate authority of the land and the dictates of individual moral conscience is not a new phenomenon or restricted to questions of war, the teacher introduces a selection from *Antigone* by Sophocles.

   After completing the reading, the students organize a formal debate revolving around the following: Antigone claimed that what she did was not a violation of the "immortal unrecorded laws of God." Point of debate – "Is it up to the private citizen to determine whether or not he is right in breaking the law?"

5. The teacher assigns students to research other examples of incidents in history involving the issue of civil disobedience. Examples are provided by the teacher.

   Students bring in their findings and report them to the class. The class evaluates whether or not the acts or theories described are civil disobedience and describe how they feel about each case. (This activity is a modified version of a procedure found in a lesson plan from *On Authority* by Law In a Free Society Project, page 114.)

Evaluation: Students make a list of the possible ways in which the individual or individuals in authority can be held responsible in a democratic society.

Course: URBAN PROBLEMS OR CONTEMPORARY ISSUES

Concept: Urban Crime

Topical Questions: Where are crimes most prevalent in the urban areas? Where do the people live that commit urban crimes?

Time: 4 - 5 class periods or more.

Materials: Two maps of your local urban area, newspapers of that urban area, pins painted different colors, and a telephone directory with the yellow pages.

Rationale:

1. To allow students to analyze the physical setting of a city to see if there is a relationship between geographic factors and high incidence of crime.
2. To allow students to analyze the physical setting of a city to see if there is a relationship between given environment and criminal tendencies on part of inhabitants.

Content: Background Information – Fifty years ago sociologists were stating that the average city developed in a concentric circle pattern. (See diagram) The sociologists stated that most cities have common characteristics, and usually develop through definite growth patterns. Zone I, or the Core, consists of the business district. This zone is entirely commercial with an absence of heavy industry, and there are no residential establishments. Zone II usually consists of slums, factories, warehouses, tenements, and amusement establishments, and is the least desireable place to live in the city. Zone III consists of the blue collar residential area. Zone IV is the middle class residential area, and Zone V is the commuter's zone.

Years after these studies were reported, other sociologists took the Concentric Circle Theory and applied it to the location of crime. The results showed that the closer your location to Zone I, the higher the incidence of crime. Therefore, Zone I had the largest number of crimes committed, while Zone V had the fewest. It was also found that the individuals committing the crimes came from Zone II and the number progressively decreased as you reached Zone V.

The students do a similar study, dividing their own city into different zones. Upon completion of this assignment, the students divide into two groups. Group A using data obtained from their local newspaper, stick pins on their Concentric Circle Map on the addresses of the crimes that were reported in the newspaper. (The students can use current newspapers or the teacher might save a month's back issues of that city's newspaper.)

Group B performs a similar activity using the map, sticking a pin at the residential area or address of the family of the individuals apprehended for committing a crime.

The students see a pattern develop on their maps that either coincides with the fifty-year-old results or reveals that perhaps new patterns are developing in the 70's.

Objectives: At the end of this lesson students should be able to:

1. Identify where crimes are most prevelent in the city.
2. Describe the growth pattern of a city.
3. Locate the areas where individuals accused of crimes live.
4. Decide if there is a relationship between where the crimes are committed and the physical setting of that city.

Procedures:

A. The teacher explains the background information on the Concentric Circle Theory on Crime, (See Content)

B. The teacher provides two detailed maps of the city, colored pins, and the telephone directory which includes the yellow pages.

1. The students first decide the boundaries of Zone I. (the main business district.)
   a. The students list the well-known stores that they know exist in the city.
   b. Using the telephone directory, the students look up the addresses of these stores.
   c. These addresses are plotted on the large city map. A pattern develops on the map from these addresses. This becomes Zone I.
2. The students duplicate this process for Zone II through V, using the basic characteristics for those zones. (See background information for these characteristics.)

C. Newspapers of your particular city are obtained in two different manners:
   1. Knowing this unit is approaching, the teacher saves a week or a month's edition of the city's newspaper.
   2. The students bring in the current newspapers from the city being studies.

D. The students are divided into two groups:
Group A – reads through the newspaper and finds where crimes have been committed in the city. A pin for each crime is placed on the Concentric Circle Map where the crime was committed.
   a. Group I – Students cut out all crime articles from the daily newspaper which relate to their geographical location. A number is placed on each article. (Note: The students collect the daily newspapers from their geographical location and perform their clipping task once a week, using the collected newspapers.) Students screen the articles to be sure that one case is not recorded twice.
   b. Group II – Students take the articles from group I and record the offense committed on a chart. (See the example below)

Article No.	Arson	Assault	Burglary	Robbery	Homicide	Manslaughter
1		X				
2				X		
3					X	
etc.	X					
Total	8	25	25	22	20	
Percentage of Total Crime Committed	8%	25%	25%	22%	20%	

   c. Group III – Using the same articles, Group III makes the same type of chart as Group II but records the ages of the individuals committing the crimes. (See the example below)

Ages of Individuals Committing Crimes

Article No.	Arson	Assault	Burglary	Robbery	Homicide	Manslaughter
1		18				
2				25		
3					32	
etc.	16					
Total						
Average						
Range of Ages						

d. Group IV – Using the same articles, Group IV designs the same type of chart as Groups II and III, but places the sex of the offenders on the chart.

Sex of Offenders

Article No.	Arson	Assault	Burglary	Robbery	Homicide	Manslaughter
1		M				
2				M		
3					F	
etc.	M					

Total percentage of Males

Total percentage of Females

e. Group V. – Using the same newspapers articles, Group V records, the type of devices or weapons, if any, used in the reported crime. The students use a chart similar to the other groups'.
(See sample chart below)

Devices or Weapons Used

Article No.	Arson	Assault	Burglary	Robbery	Homicide	Manslaughter
1		fist				
2				gun		
3					knife	
etc.	fire bomb					
Results				10 knifes 30 hand guns 5 cars 8 rifles 15 shot guns etc.		

f. Group VI – Using the newspaper articles g provided by Group i, Group VI devises a chart that shows the time of the offense.
(See sample chart below)

Time of Offense

Article No.	Arson	Assault	Burglary	Robbery	Homicide	Manslaughter
1		10 PM				
2				9 PM		
3					4 PM	
etc.	3 AM					

Average time of Offense

Range Time of Offense

3. After a six-week period of research and recording, the students compile the results of their study. The entire group assembles and reports its findings.

4. Students join a teacher led discussion on any problems or irregularities that they see in their results.

5. The students compare their results with the crime statistics of their local police department.

Evaluation:

1. The amount of effort set forth by the students and the degree of completeness of their charts are excellent indicators of the success of the project.

2. Students can evaluate the work of the other groups working with them on the project.

Course: ANCIENT HISTORY

Topic: Law Codes – Ancient vs. Modern

Topical Questions: What was the basis of laws in ancient societies?
What is the basis of law in today's American society?

Materials: Attitude Survey, *32 Problems in World History* by Edwin Fenton, (Glenview: Scott, Foresman, and Co., 1969), pages 22-26.

Rationale: The law codes of the ancient Babylonians and Hebrews provide some strict and cruel standards in contrast to today's laws. Based on the "eye for an eye, tooth for a tooth" concept, the early law codes followed the traditions of the people of the day. This lesson enables students to make comparisons between the legal basis of both societies.

Content: Students develop their own system of laws, based upon a hypothetical situation. They then react through an attitude survey to the strict laws and severe punishments of ancient law codes. After reading the Babylonian and Hebrew law codes, the students compare and contrast laws in ancient time and in current American society.

Objectives: At the end of this lesson, the students should be able to:

1. Identify the basis of law in ancient societies.
2. Compare and contrast American laws to ancient laws.
3. Develop a hypothetical system of laws.
4. Decide which laws they favor and develop a rationalization for them.

Procedures:

1. Small groups of students draw up a code of laws for the following hypothetical situation:
   a. You are the legal advisor to the king of the ancient city of Nome. The king has asked you to gather and codify the laws of your people. The following are some of the items you should keep in mind when writing the law.
      1. Your city, located between the Tigris and Euphrates rivers, is based on agriculture and has an extensive irrigation system.
      2. Three thousand people live in your city, and another five thousand live in the surrounding countryside.
      3. Three classes of people live in the country: Upper class – merchants and religious leaders
         Lower class – peasant farmers
         Slaves.
      4. The basic family structure is the conjugal unit – mother, father, children.
   b. Student groups develop at least ten laws which they would have passed in this society, being sure to state a reason for each law.
2. After a class discussion of the codes, students answer the survey, reaching a consensus in their groups.

SURVEY

1.	A person that lies during trial should be put to death.	AGREE	DISAGREE	UNSURE
2.	A man that kidnaps a child should be put to death.	AGREE	DISAGREE	UNSURE
3.	The government should pay to restore the robbery victim's property even if the robber is not caught.	AGREE	DISAGREE	UNSURE
4.	A husband or wife that cheats on their spouse should be drowned.	AGREE	DISAGREE	UNSURE
5.	If a son hits his father, the son's hands should be cut off.	AGREE	DISAGREE	UNSURE
6.	If a surgeons operation fails and the patient dies, the surgeon's hands should be cut off.	AGREE	DISAGREE	UNSURE
7.	A person that lies during a trial should receive the same punishment as the accused.	AGREE	DISAGREE	UNSURE
8.	If a house collapses and kills a person and it is the builder's fault that the house collapsed, then the builder should be put to death.	AGREE	DISAGREE	UNSURE
9.	A man that breaks another person's arm should have his arm broken.	AGREE	DISAGREE	UNSURE
10.	If a person steals a car and is caught, he should be put to death.	AGREE	DISAGREE	UNSURE
11.	The government should pay for a murder victim's funeral.	AGREE	DISAGREE	UNSURE

3. The class reads, "Law and Life in Two Ancient Societies" from *32 Problems in World History*. Students discuss attitudes about the similarities and fairness of these codes as compared to today's laws.

Evaluation: The class reworks their law codes written the first part of this lesson.

Course: CONTEMPORARY ISSUES

Concept: Euthanasia

Topical Question: Does an individual have the right to terminate his life in cases involving terminal illness and thereby die with dignity? Does an individual have the right to terminate the life of another individual who is terminally ill?

Time: 3 - 4 class periods

Materials: 1. Time Essay, *"Deciding When Death Is Better Than Life."* July 16, 1973; Copy of Bill of Rights; Book entitled *Last Rights – A Case For The Good Death,* by Marya Manner – 1973, Signet Publisher; Book entitled *Death As A Fact of Life* by David Hendin, 1974. Warner Paperback Library Edition; Press clippings of Quinlan case.

Resource People: Local physician, local clergyman, local lawyer and nurse.

Rationale: Throughout the span of human history, some people have always believed that euthanasia should be officially sanctioned. Others are horrified at the idea. During the 1970's the euthanasia question has become more and more pertinent as medical science moves forward and doctors discover new ways to keep the body alive long after the brain has ceased to function.

Currently, many state legislatures are in the process of considering euthanasia bills – to date all have failed to pass. In addition, the courts have also failed to fully resolve the issue involved, though the evolutionary process is gaining momentum. With this revival of interest in the euthanasia question it is important that students have the opportunity to examine critically, the moral, religious, and legal problems involved in the debate. In addition, the students should analyze and discuss the implications of recent court decisions in relation to their own life experiences and constitutional rights.

Content: Students examine the complex issues involved in recent mercy killing cases. Each case is based on documented evidence and emphasizes different types of euthanasia. As the different facets are examined, students explore whether a need exists for governmental authority to create more specific controls, kinds of controls, and how they should be enforced. (After the students complete the first activity, they should be made aware of the fact that United States Law has not resolved the issue of euthanasia, and judges concede it is very difficult to find any precedent which could serve as a guide in making decisions.)

2. During the second class period, a panel of local resource people, including a doctor, lawyer, clergyman and nurse, discuss their reactions to the case studies previously examined by the students. Ample time is provided for the students to ask the panelists questions concerning their respective views and rationales.

3. Students read the *Time* essay, "Deciding When Death Is Better Than Life," July 16, 1973. After reading the article, students write a brief summary in which they describe the status of euthanasia laws and court rulings in the United States.

Evaluation: 1. The following role-playing situation involves the entire class:

The Maryland State Legislature is considering for adoption the following euthanasia bills.* (Based on a 1947 voluntary euthanasia bill placed before Generall Assembly of New York State.)

a. Any sane person over twenty-one, suffering from painful and fatal disease, may petition a court of record for euthanasia, in a signed petition and attested document, with an affidavit from the attending physician that in his opinion the disease is incurable.

b. The Court shall appoint a commission of three, of whom at least two shall be physicians, to investigate all aspects of the case and report back to the courts whether the patient understands the purpose of his petition and comes under the provisions of the act.

c. Upon a favorable report by the commission, the court shall grant the petition and if it is still wanted by the patient, euthanasia may be administered by a physician, or any other person chosen by the patient or by the commission.

2. The Health and Welfare Committee has announced a public hearing in order for citizens to voice their support or opposition. Each student assumes the role of a citizen lobbyist and prepares a position statement in which he voices his support of opposition or adoption of the law.

Assignment: Students examine recent newspapers and magazines for cases involving unique euthanasia cases. They explain their findings to the class.

Objectives: At the end of the lesson, students should be able to:

1. Explain the difference between passive and active euthanasia.
2. Identify and analyze the arguments for and against the legalization of euthanasia.
3. Identify and explain the status of euthanasia in the United States.

Procedures:

1. The teacher distributes copies of case studies pointing out that they all are based on documented experiences and involve different aspects of the euthanasia debate.

   Case 1. The George Zygmaniak case. Brief details can be found in *Time* Essay dated July 16, 1973.

   Case 2. The Eugene Bauer case in which Dr. Vincent A. Montemarano was tried for murder. Essential details of the case can be found in *Newsweek*, January 28, 1974.

   Case 3. The Clarence A. Bettman case in New York City. Essential details can be found in Chapter 3 of *Death As A Fact of Life*, by David Hendin.

   Case 4. The Gertrude Raasch case in Milwaukee. Essential details can also be found in Chapter 3 of *Death As A Fact of Life* by David Hendin.

   Case 5. The Karen Quinlan case in New Jersey. Essential details can be found in most any weekly material magazine in their November, December, 1975 or January 1976 issues.

   a. The following questions are considered by the students as they explore the situation in each case:
      1. Do you think every possible medical effort should be made to keep the body alive indefinitely, even though the patient is no longer conscious and there is no possible hope of recovery?
      2. Do you think it should be legally permissible for a doctor to end a conscious patient's suffering by discontinuing the medication (such as intravenous feeding) that is keeping him alive?
      3. Do you think it should be permissible for a doctor to take an active step to end the life of an incurable, conscious patient for example, the injection of a fatal drug?
      4. If a patient, incurably ill and in great pain, asks to be allowed to die, should his doctor have the power to grant the request?

Course: URBAN PROBLEMS OR CONTEMPORARY ISSUES

Topic: Crime Statistics

Topical Questions: What crimes are most prevalent? What are the average ages and ranges of ages of individuals that commit certain crimes? When are certain crimes most likely to occur?

Time: 1 class period each week for approximately 6 weeks.

Material: Newspapers, paper, pen and ruler

Rationale: To provide the students with a system of compiling their own crime statistics through the use of evaluation the five W's in crime reports.

Content: Students examine their daily newspapers to extract crime information from them. There are so many aspects of crime that students devise their own set of statistics. For example, students explore such areas as:

a. Who was involved?
   1. Age of individuals involved.
   2. Sex of individuals.
b. When did the crimes occur?
c. What crimes were committed?
d. What devices were used in the committing of the crimes?

Students then compare their results with the official crime statistics for their geographical area.

Objectives: At the end of this lesson, students should be able to:

1. Analyze crime articles from the newspaper by using the five W's.
2. Organize crime reports into meaningful statistics.
3. Differentiate one type of crime from another.
4. Establish whether certain types of crimes are usually committed by certain groups.

Procedures:

1. Students discuss and research the definitions of specific types of crimes:
   a. Arson
   b. Assault
   c. Burglary
   d. Robbery
   e. Homicide
   f. Manslaughter
2. Teacher divides students into 6 groups to perform different tasks.

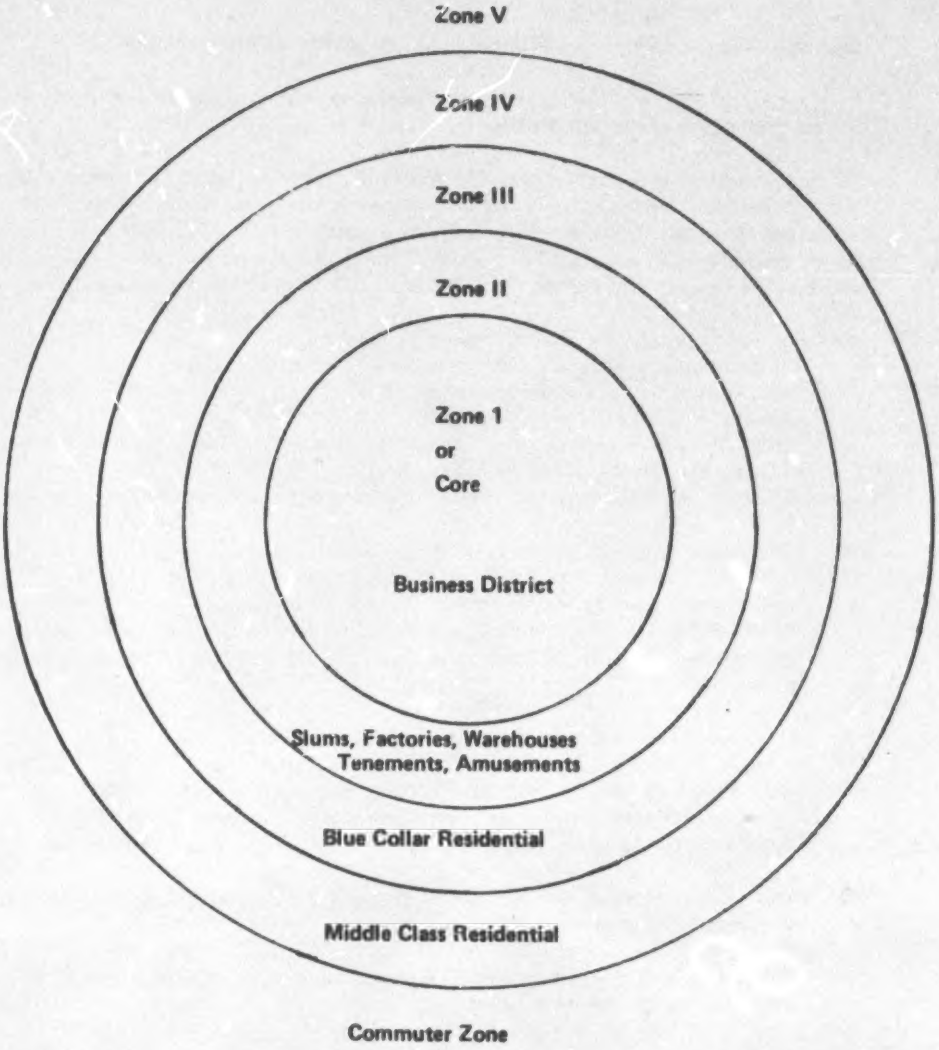
(Note: If desired, different color pins can designate different crimes. Examples – red pins for violent crimes: blue pins for crimes against poverty.)

Group B uses the same newspapers to locate where alleged criminals live in the city. The newspapers usually list the addresses of these individuals. A pin is placed where each alleged criminal resides, using the second Concentric Circle Map.
(Note: If desired, different color pins can be used to designate different types of criminals or the age of the criminals.)

E. When the time limit of the exercise elapses the students discuss and analyze the results that they obtain. They also discuss the validity of these results. The students will probably see many mistakes in setting up their projects.

Evaluation: The level of enthusiasm displayed by the students in their analysis becomes a good indicator of the success of the project.

Concentric Circle Theory of Cities



Course: CITIZENSHIP

Topic: Eminent Domain

Topical Questions: What restrictions are imposed on land use of land taken through eminent domain? How are decisions made related to eminent domain?

Time: 1-2 class periods

Materials: Role and Assignment sheets.

Resource People: Member of planning and zoning board or local government politician (optional)

Content: In a simulated Planning and Zoning Board Hearing, students present and listen to arguments related to the issue of eminent domain.

Rationale: The state's use of its power of eminent domain has often led to heated debate in communities affected by state condemnation of private property. While the legality of such state action has been upheld by the courts, the community bitterness it creates often offsets the future benefits which the state hopes to bring. The students involvement in this activity is designed to make them aware of the various factors which come into play in decisions related to eminent domain.

Objectives: At the end of the lesson, the students should be able to:

1. Define and give examples of what is meant by eminent domain.
2. State examples of the types of uses the state is required to make of land taken through the power of eminent domain.
3. Write an essay explaining why the courts have upheld the power of eminent domain, detailing the advantages and disadvantages of the power.
4. Role-play an active, effective member of a simulated hearing of a planning and zoning board.

Procedures:

1. The teacher places the following definitions on the board:
   "Eminent Domain": the power of the state to take private property for public use upon making a just payment to the owner. The legal process by which property is taken is called CONDEMNATION. Federal state, and local governments have this power. Governments may take private property for roads, schools, public buildings, dams, housing developments, or other public uses."

2. The teacher then reads the following situations to the class:
   "The town of Sharyn, has developed plans for building a new road to serve as a bypass of the main downtown district. This plan is being developed in order to save the citizens driving time (approximately 20 minutes) when going from one end of town to the other. The town will have to condemn the property of thirty families in order to begin the project.

3. Five students serve as members of the Planning and Zoning Commission, and the remainder of the class is divided into four groups.

4. Each group receives its role and assignment sheet and the students prepare themselves, in about 15 minutes, for the hearing.

5. Students role-play the simulated hearing. (See "Approaches to Role Playing" of the handbook).

6. Teacher debriefs the class using the following questions:
   a. Why do you think the state has the right to condemn private property?
   b. Why did the board make the decision they did in each case?

c. If you were in one of the other groups, what would you have done differently?
d. How did those of you who lost your case, feel about the government? About the people who won?

Evaluation/ Assignment:

1. Students write a paper on the following question:
Why have the courts given government the power of eminent domain and what are the benefits and problems associated with it?

2. (OPTIONAL): A guest speaker, a member of the planning and zoning board or other local government official discusses with students the history of and rationale for government having the power of eminent domain.

ROLE SHEETS

PLANNING BOARD

You are in favor of the new bypass because it will help the manufacturing interests in the town. However, you can be persuaded to change your mind if the arguments you hear are good enough. Your primary objective is progress for the town and you see this as a big step in that direction.

MANUFACTURING INTERESTS

. Your group is strongly in favor of the new bypass because you see it as a tremendous time saver for your pick-up and delivery of raw materials by truck. It will also cut down on tardiness of employees who have been held up in the tremendous traffic jams while driving through town.

WEALTHY SUBURBANITES

You are strongly in favor of the new bypass. You fear the group whose property is scheduled for condemnation, will try to change the route and you want to protect your interests. You have a great deal of influence on local politics and you may have to exert some muscle since the members of the board are appointed by the county commissioners.

DOWNTOWN MERCHANTS

You are vehemently opposed to the new bypass because you fear a tremendous drop in your business. The new road will allow many people who are visiting from other areas to drive past Sharyn without ever being downtown, and as a result, you feel the economic hardship on your business will force you to go bankrupt.

AFFECTED HOMEOWNERS

You are vehemently opposed to the new bypass because you will lose your property. While the town will pay a just price, you feel that since you have lived there all your life, the town cannot pay for the memories and the good times you have had there. Being forced out means moving to a new area and having to make friends who will never really be the same as the friends you have here. Besides, you feel the town officials could put the bypass on the other side of town and only ten families will be forced to sell. You know, however that the people on the other side of town are wealthy and have a lot of influence with the government officials.

Course: ANTHROPOLOGY

Topic: Effects of Ethnocentrism on international law

Topical Questions: How does ethnocentrism affect intercultural relationships? What common problems does "man" face? Do man's similarities outweigh his differences?

Time: 6-7 class periods

Materials: Motivational activities (see suggestions below)
Film, *"Multiple Man"*,** Chalkboard or overhead projector.
Human Village – a simulation game.

Rationale: Conflicts between cultures, nations, and populations often result from ethnocentric attitudes. Students need opportunities to explore the concept of ethnocentrism and its effects on intergroup relationships.

Content: Students are introduced to the concept of ethnocentrism through motivational activities, seek to understand definitions of the term, view a film and discuss it, and play the game, "Human Village."

Objectives: At the end of the lesson, students should be able to:

1. Define the concept of ethnocentrism.
2. Hypothesize as to the impact of ethnocentric attitudes on intercultural relationships; especially the dangers and disadvantages of such attitudes.
3. Demonstrate through participation in class discussions and understanding that man is a single species and as such, the similarities of man and the common problems he faces far exceed man's differences.

(Note: In addition to the above objectives, this lesson should facilitate skill development in decision making, role-playing, and large group problem solving. The simulation game particularly should facilitate the examination of important human values and their interaction.)

Procedures:

1. Teacher introduces the concept of ethnocentrism with a motivational activity. Some suggestions are:
   a. "Magical Practices of Nasirema" (See *American Anthropologist* 58: 503-507, 1956).
   b. "The Sacred 'RAC'" This is an ethnocentric view of the asu culture (U.S.A. backwards) and their reverence of the RAC, a sacred animal (car spelled backwards). From Patricia Hughes Ponzi, 141 Ocean Avenue, Long Island, New York 11751.
   c. "An Eskimo Views the United States" in *Anthropology In Today's World**. Debriefing questions follow the reading selection.

2. Teacher provides students with a definition of ethnocentrism. Incorporate the above motivational selections into a discussion of the disadvantages of ethnocentric attitudes. Also, have students provide some historical examples of ethnocentrism; i.e., Hitler's attempts to produce a superior race American slavery; social derivinism.

3. Teacher introduces and presents the film, "Multiple Man." The film uses unusual video techniques to demonstrate the universal characteristics of man and the idea that concepts such as beauty are relative. Discussion questions are provided with the film.

* Anthropology In Today's World, Xerox Education Publications Unit Book, Xerox Corporation Publishing, Middletown, Conn.
** Multiple Man, McGraw-Hill, New York, N.Y. 1971.

4. After the teacher's introduction, students play and debrief the gam Human Village by Dr. Ella Leppert. (An abbreviated form of the game from *"Law in American Society", the Journal of the National Center for Law-Focused Education,* is attached). For further information about the game, write to:

Dr. Ella C. Leppert
Law In American Society
33 North LaSalle Street
Suite 1700
Chicago, Illinois 60602

HUMAN VILLAGE – A GLOBAL SIMULATION GAME

Ella C. Leppert and David C. Williams

Human Village is a simulation game developed, trial taught, and revised during the school year 1972-73 in a senior seminar on World Order at University High School, University of Illinois Curriculum Laboratory, Urbana.

The World Order Seminar is an inquiry into the ways and means of achieving advancement of the economic welfare of all mankind, the assurance of social justice in the world community, and war prevention. It is global in its perspective and multi-disciplinary in approach. As Lester Brown asserts in his recently published *World Without Borders.*

> . . . any of mankind's pressing problems have mutually dependent solutions. Few can be addressed in their own rights. Hunger is not likely to disappear unless we slow population growth. The ecological crisis has economic origins. Achieving a more equitable distribution of wealth in a society with rising unemployment is virtually impossible. The more we examine the principal problems facing mankind, the more clear it becomes that many have mutually dependent solutions . . .

The game presented here in abbreviated form is the second of four games we are developing in the social studies seminar as integral parts of the curriculum.

THE GAME MODEL Human Village takes place in a primitive Indian village called Venico. The students are given the following description of the game setting:

> Venico is a primitive, isolated Indian village in northeastern Brazil. It is located on the River Piaui. Life in Venico is very simple. The language is a combination of Portuguese and Indian. The villagers in Venico own three sewing machines and a few tools used by native craftsmen. Aside from these simple tools and sewing machines, Venico has been isolated from contact with modern technology. Weapons in the village include knives, bows and arrows, spears, twelve U.S. Garrand rifles, and eight hundred rounds of ammunition.

Venico has six families or clans: Three of the families are quite poor and know nothing about crafts or the making of even simple construction materials. A fourth, ambitious family, has risen out of poverty and begun to rival the richest families in material wealth and standard of living. The fifth family was quite rich at one time but is now declining in wealth. This family had formerly monopolized the trade with river merchants and controlled virtually all of the crafts.

The most powerful and wealthy of all the families is the sixth family. This family produces and consumes over twice the amount of goods than does the fifth family. Although not particularly large, the sixth family is very strong and healthy and owns nine of the twelve rifles in the village. The fifth family owns the other three rifles.

The following charts indicate the resources, consumer needs, and power positions of the six families:

A. RESOURCE/CONSUMER-LEVEL MATRIX*

	Family					
	1	2	3	4	5	6
Clothing	0(2)	0(2)	0(2)	0(5)	13(7)	22(15)
Construction Materials	0(2)	0(2)	0(2)	0(5)	13(7)	22(15)
Fuel	7(2)	0(2)	0(2)	22(5)	2(7)	7(15)
Crafts'	0(2)	0(2)	0(2)	0(5)	13(7)	22(15)
Agriculture	4(2)	7(2)	0(2)	13(5)	0(7)	11(15)
Meat & Fish	0(2)	4(2)	12(2)	13(5)	0(7)	6(15)

* Expressed in Trading Units. First number denotes family's holdings at start; paranthetical number is the family's living requirement.

B. POWER AND STRENGTH MATRIX

	Family					
	1	2	3	4	5	6
No. of Votes	2	2	2	2	3	4
Strength*	0	0	0	0	3	9

* Each rifle represents one strength unit.

Venico has just recently become a village. Formerly the families were scattered about, with only one of the families located at the present village site. As trade between the families commenced and developed, with it came communication and cooperation. The families settled in closer to one another and a village was established.

The village is now three years old and serious problems have developed Arguments and fighting occurs frequently among the families, probably becuase they are unuse to living in close proximity. The poor families look longingly at the possessions of the relatively wealthy families. They particularly envy family 4 which rose from its ranks to challenge family 5 and family 6 in worldly possessions. Young males of the two wealthiest families patrol the footpaths to the marketplace and the residential areas with rifles. They occasionally shoot at intruders in the dead of night, and on several occasions, armed youths have entered into other family camps to recover stolen property or to punish someone.

A year or so ago, a rudimentary government developed. Periodically the families gather to discuss matters of common concern, and a kind of voting system has emerged to settle those issues in which consensus is impossible. Not all families have the same number of votes, however, Family 6 has four votes and family 5 has three. All other families have two votes per family. This system was based on an agreement made a year ago by all families. A representative from the fifth family presides over all village meetings.

Inside the village, the top two families own one-half the property and all of the marketplace. Anyone wishing to trade must trade at the marketplace, and there are only fifty- and sixth-family traders who buy and sell all merchandise. Also, only 5's and 6's trades with the river merchants, but this is because of the language problem. Some of the families speak little Portuguese and mostly Indian some speak little Indian and mostly Portuguese. This gives rise to small problems of mutual communication. But the real problem is a social problem. The wealthiest families use Portuguese as a way of enhancing their status, whereas the other family members tend to be suspicious and avoid using Portuguese.

GOAL OF THE GAME The purpose of the game is twofold:

1. Each family must try to achieve all of the resources needed to sustain itself (see Consumer Level Matrix)
2. In its trading and bargaining, each family should attempt to gain the best possible position for itself in terms of economic, social and political advantage. Families 5 and 6 will want to maintain their position of power, and if possible establish themselves as power groups outside the village. Family 4, whose assets place it in a middle class, will want to emerge as a group needed by both upper class and lower class elements, thereby increasing its bargaining power and its status. Families 1, 2 and 3 will want to form coalitions with the more powerful groups that will enhance their bargaining position and allow them to gain more in terms of material good.

PLAYING THE GAME The following steps are part of the sequence repeated during each day's session for four consecutive days.

Step One: 5 minutes
Each family gets its Resource Allotments from the Game Administrator. These should be counted out by the Game Administrator *prior* to the class session.
Use the Resource and Production Matrix as guide.
Next, the Anthropologist's Summary Field Report is read by the Game Administrator (sample included with game) and copies are distributed to each of the six families. There will be no report the first day.
Finally, each family team should meet and discuss its respective aims and plans for that turn.

Step Two: 15 minutes
All six teams enter the "marketplace" and trade resources trying to get an adequate number of units.

Step Three: 30 minutes
All players assemble in the Village Council Meeting sitting in family groups.
The Game Administrator reads the scenario (see following example).
All families participate in the ensuing discussion of how to handle or deal with the dilemna presented in the scenario making proposals to revise existing regulations, laws, or operating procedures.

During each session of the game, a different crisis situation is read to the class. A sample crisis scenario is described as follows:

> On October 16 a group of (Family 1) fishermen retrieved several wooden boxes from the river bottom. Upon inspection of the cases, 14 AK 47 Russian assault rifles were discovered with 2500 rounds of ammunition. The rifles were greased heavily and the cases were watertight. The fishermen brought the rifles to the village and placed them in the case of the family elders. This arsenal eclipsed the combined arsenals of (Family 5) and (Family 6).
> At the October 25 village meeting, the families began debating the right of the (top two) families to have more votes than they.
> 'Why should you have more votes than anyone else? Our families are just as big or bigger than yours.'
> Instantly a yound (Family 6) member arose to his feet grinning and slammed the bolt back on his rifle.
> 'Because we have these.'
> The (Family 6) elders smiled, but arose to apologize. However, instantly 14 (Family 1) males surrounded the meeting place brandishing their assault rifles. One young man chambered a round clumsily and fired into the air. The main rebel spokesman stood and replied.
> 'Yes, and we have these. Now what right do you have to possess more votes than we?'

DETERMINING THE WINNERS AND DEBRIEFING On the last day following the fourth turn of the game, a debriefing session is conducted by the Game Administrator. This session has two parts.

Part I is directed to a discussion of the winners. All the agreements are evaluated for strengths and weaknesses as well as to identify families that gained substantially and those that lost as a result of the agreement. The goals achieved as well as the means that each family employed are also examined in determining the winners. Lastly, the Resource Status Reports for the four game sessions should be examined to determine how well the family leaders provided for their families. Winning, then, is determined by economic and political success as well as humanitarianism.

Part II of the debriefing session should take up most of the period. It consists of a discussion focusing on the following questions. Obviously there will not be time to discuss all of these questions so the Game Administrator may conduct a follow-up debriefing session or select from among the questions that follow.

DEBRIEFING QUESTIONS

1a. Does man have a right to survive on the planet?
What is the extent of that right?
b. Does man have a right to self-dignity? What is the extent of that right?
c. Does man have a right to be free from fear and violence? What is the extent of that right?
d. If you agree in the affirmative, whose responsibility is it to assure that man may claim these rights? How can the individual be protected in these rights nationally? Internationally?
2. What, if any, responsibility do developed nations have for underdeveloped and developing nations?
3a. Are large scale inept planning, excessive uses of resources and pollution of the environment crimes against humanity or the right of private powers and governments?
b. Is nuclear testing in the air, oceans, and underground an infringement of the rights of mankind? Are these a violation of the rights of mankind?
4. Should all men be treated equally? What does equality mean?
5a. How does man's perception of human rights and justice change with increasing affluence? Are there levels or stages of justice dependent on development?
b. If justice is in part dependent on development are there universally accepted principles and laws concerning justice and human rights? What are examples of Universal Human Rights?

6. How do national defense and military armament relate to global human rights? to man's right to security?
7a. How can education be a means of reducing injustice and inequality?
b. How can education be a means of perpetuating injustice and inequality?
8. How are the institutions of international welfare related to human dignity? What are the effects on man and nations when they receive continous aid ans welfare? If there are negative effects, how can these be alleviated or prevented?
9. When power and strength are permitted to affect the outcome of legitimate controversies, we find that "might makes "right." How can this be prevented as concerns relations among nations of the world?
10. As the players assumed the various roles did they feel at any time their rights were being infringed upon or did they feel that they were infringing upon the rights of others?

In summary, it appears that the game facilitates thoughtful consideration of selected concepts, the examination of important human values, and skill development in decision making, role playing, and large group problem solving. Students seem to articulate their own vague but deeply internalized beliefs and values, perhaps for the first time. If for no other reason than that, perhaps *Human Village* can make a contribution to social studies.

Source: *Law In American Society*, Journal of the National Center for Law-Focused Education, Volume Two, Number Three, October, 1973.

Course: CITIZENSHIP

Topic: Voting – The Electoral College

Topical Questions: What is the purpose of the electoral college? How does it function in the voting process? Is there a need to reform this established institution?

Time: 2-3 class periods

Materials: Box set: "The People's Choice – An Analysis of the Electoral College". High school civics text (copy of Constitution). Map of the U.S..

Resource People: Local political science professor, State Senator or U.S. Senator, Representative of the League of Women Voters, Concerned citizen(s)

Rationale: One of the least understood areas of the American political system in relationship to the voting process is the electoral college. Since the founding of the Constitituion, this established institution has formally and directly voted to elect the new President. However, some reformers believe that the American citizen's right to vote is being slighted in Presidential elections since the voters are in reality, casting their votes indirectly for the President. Attempts have been made from time to time to introduce legislation either to change or abolish the electoral college, but so far the attempts have proven futile. When such critisisms are voiced, American citizens should investigate and analyze the voting system to determine if it truly serves the populace and the election process. If not, what alternatives are available.

Content: The teacher administers a short pretest, on the electoral college, based on the results of the test, the teacher decides the degree to which the electoral college needs to be examined and explained. An introduction to this voting procedure is discussed by the teacher, allowing time to answer students' questions. To reinforce this teacher-student discussion, a filmstrip on the electoral college is presented. Resource persons who are politically oriented participate in a class panel disucssion on the electoral college system. Students hear the conflicting arguments on the electoral college, and decide the position they support, and their suggestions for reform (if any). The position taken is defended in the final activity which involves students role-playing their stands as lobbyists, trying to influence their legislators on the electoral college issue.

Objectives: At the end of this lesson students should be able to:

1. Investigate and discuss the reasons for the development of the electoral college system and its role in electing the President.
2. Identify the pro's and the con's of this controversial issue.
3. Analyze the information presented on the issue via different methodologies and decide upon the stand and possible reforms to the system.
4. Role play citizens lobbying to defend their positions on the electoral college.

Procedures:

1. Teacher administers Pre-test:
   True or False
   a. The people of the U.S. vote *directly* for the President of the U.S..
   b. There is no law in the Constitution which regulates how our President is to be elected.
   c. Congress, as a legislative body, has a voice in determining who the next President will be.

   (Other questions can be added, but these three would indicate whether the students even know that an electoral college exists.)

2. Teacher refers students to Article II, Section I of the Constitution which details the electoral college system, and relates the legality of this voting process.

3. Students read about the electoral college in their civics text, to see the justification for the development of the electoral college. Topics to be investigated include:
   a. Reasons why the electoral college was established.
   b. Membership-electors and their votes (see U.S. map).
   c. Casting of votes – when, where, etc.
   d. Counting of votes
   e. Congress' role in selecting President if no majority of votes obtained.
   f. Pro's and con's of this voting system.
   g. Reforms to system (if any).
   h. Issue of "electoral vs. popular vote."

4. Students investigate the topics further in the filmstrip "The People's Choice – An Analysis of the Electoral College," and discuss the issues.

5. Teacher arranges a panel discussion on the electoral college system by which the students will have the opportunity to hear what the "experts" have to say about this voting procedure. Teacher also instructs students to begin formulating and preparing their own positions on the electoral college, to decide whether the system is in need of reform, and if so, what changes can be made.

6. Students role-play citizens defending their positions on the electoral college, using the following situation:
   a. "You may have read in the paper that Congress is trying to pass a bill to abolish the electoral college. As a private citizen, you strongly oppose any such legislation, and you therefore decide to go to Washington, D.C. to lobby against the bill."

      or

   b. Role-play the same situation, but lobby in favor of the bill to abolish the electoral college system. NOTE: if this position is taken, students propose workable alternatives to the electoral college.
   c. In each situation, two participants are necessary – a Congressman and a citizen acting as a lobbyist. The Congressman role-plays the opposite stands taken by the lobbyists in the first and second situations above.
   d. See "Approaches to Role-Playing," in this Handbook.

Assignment: Students suppose that an amendment has been proposed to the Constitution to do away with the electoral college system. The amendment passes with a two-thirds vote in both Houses of Congress. Students describe in writing, the process from this point on which would make the amendment legal and thereby abolish the electoral college.

Course: CIVIL LAW

Topic: Responsibility in Custody Decisions.

Topical Questions: What are the rights and responsibilities of all individuals concerned (parents, guardians, children in custody decisions?

Time: 1 class period (more time if divorce laws are reviewed)

Materials: *Personal Law,* Mietus and West, SRA materials, 1975.
Street Law, Newman and O'Brien, West, 1974.
Bill of Rights Newsletter, Fall of 1974, page 11.

Resource People: Representatives from Legal Aid Bureau or a local attorney.

Rationale: To make students aware of how child custody proceedings work and to underscore the rights and responsibilities of all parties concerned in such cases.

Content: Teacher reviews divorce proceedings to give students a general knowledge of custody laws, as well as the laws related to child support. Through the use of case studies and speakers, students gain an understanding of how custody proceedings work and the rights of children and parents in these proceedings. Students read "Rights of Children," in Bill of Rights Newsletter, fall, 1974, page 11.

Objectives: At the end of this lesson, students should be able to:
1. Identify the rights of the children in a broken marriage.
2. Analyze the legal benefits granted to the child by law.
3. Explain how a custody grievance is placed.
4. List three rights that children have in a court of law.

Procedures:
1. Teacher divides the class into 3 groups and gives each group a copy of a case study. (The case studies are basically the same, although information concerning the parties in the case studies varies.)
2. Each group discusses its case study, focusing on the following concerns:
   a. Who should be given custody of the children, in your opinion?
   b. Why?

CASE STUDIES

Version No. 1:
Jane and Bob are divorced after fifteen years of marriage. They have three boys, ages twelve, thirteen, and fourteen. Bob feels he should have custody of the children because his wife has serious emotional problems requiring treatment. Jane feels she should have custody because Bob has not held a steady job for over a year and claims this as one of the main reasons for her emotional state at this time. She also feels she should have custody because Bob could not provide a proper or secure environment for the children.

Version No. 2:
Jane and Bob are divorced after fifteen years of marriage. They have three children, two girls ages eight and nine, and one boy, aged thirteen. Jane's husband has accused her of running around with another man and not providing a secure environment for the children to grow up in. On the other side, Jane has accused Bob of drinking and coming home from work drunk on many occasions. As a result of coming home drunk, he has fought with his wife and shouted at the children, causing the children to become upset.

Version No. 3:
Jane and Bob have been married for fifteen years. They have three girls, ages eight, eleven, and thirteen. Jane has a job as a waitress working from 12:00 midnight to 8:00 a.m.. Bob claims that he wanted Jane to give up the job, but that she refused. Jane's reasons for the refusal is that Bob does not make enough money to support the children during the day, plus the fact that she likes her job. Bob accuses her of child neglect and not providing a proper environment for the children.

Evaluation:

1. Each group reports the findings to the entire class. (These findings can be listed on the board).
2. The class discusses the reasons for judgement.
3. The legal experts comment on the decisions made, and give the reasons given for their judgment.
4. As a follow-up assignment, the students discuss what changes they believe are necessary in proceedings related to child custody cases.

Course: U.S. HISTORY AND SOCIOLOGY

Topic: Law and Social Change

Topical Questions: Why are new laws made? What procedures are involved in passing a law? How might any new law affect an individual within the society?

Time: 2 class periods

Materials: Bill of Rights, U.S. History Texts

Resource People: Local attorney

Rationale: To explain to students how influential a new law can be on their life styles.

Content: Students discuss and interpret both orally and in writing their reactions to a variety of laws focusing on different aspects of society.

Objectives: At the end of this lesson, students should be able to:

1. Trace the historical development of a specific law.
2. Identify the type of problem or issue which suggests the necessity for a new law.
3. Discuss the procedures involved in getting a new law passed.
4. Evaluate the results of new laws.
5. Develop changes or alternatives to present laws.
6. Identify the strengths and weaknesses of the impact of the law on society.

Procedures:

1. Teacher lists on the board, overhead projector, or dittoed sheet, 8-12 laws or changes in the Constitution over the last 60 years. It would be helpful to divide these into two separate groups: laws before 1960, and those after 1960. Suggestions include:
   a. *Before 1960*:
      Women's right to vote
      Prohibition
      Brown vs. Board of Education
   b. *After 1960*:
      Civil rights act of 1964
      Juvenile right laws
      Miranda decision
      Students' rights and responsibilities
2. After identifying the laws, students look briefly at the social conditions which fostered the passage of each law. If resources are available, students research the laws. If resources are not available, the teacher outlines the basis for the law, and the provisions of the law. At this time, the teacher goes over with the group the background, meanings, and complications of these laws or court decisions related to them.
3. The teacher divides the class into small groups and gives each group one of the laws discussed earlier. Each group has 10 to 15 minutes to discuss the impact of these decisions on American society, pointing out both the strengths and weaknesses as they view them.
4. When this has been completed each group gives a short summary of their findings to the class. Emphasis is placed on the changes resulting from these laws.
5. As a summary activity, the groups discuss their findings.

Evaluation:

1. Students either discuss in class or write a short paragraph on the findings of the group. One possible question to be answered is, "Do new laws or changes in interpretation of laws change a person's life style?"
2. Students create a law that would have some influence on society and discuss or write-out the implications of this law on both the individual and the society.

Course: U.S. HISTORY

Topic: Morality of War

Topical Questions: Was it morally right or wrong for the U.S. to drop atomic bombs on Hiroshima and Nagasaki?

Time: Four or five days

Materials: Films:

Hiroshima-Nagasaki*
Truman and the Atomic Bomb**

Edu-game: The Trial of Harry S. Truman – "Crimes Against Humanity" (Creative Classroom Activities, P.O. Box 114, Sun Valley, California 91352, 1972)

Printed Materials:

1. Baker, Paul (ed) *The Atomic Bomb: The Great Decision.* (Dryden Press, Inc., 1968)
2. Branson, M., *Inquiry Experiences in American History.* (Ginn and Co., 1970). "Why Did Japan's Emperor Decide to Surrender? An Examination of His Message", pages 131-132.
3. Borg, K. (ed), *USA: Foreign Policy.* (McDougal, Littell, and Co., 1974). "A Shattering Event," pages 103-105.
4. Cuban, L. and Roden, P., *Promise of America: An Unfinished Story.* (Scott, Foresman, and Co., 1971). *"Hiroshima"* pages 96-100.
5. Epstein and Peck *Yesterday, Today and Tomorrow,* (Scholastic Book Services, New York,) "A-Bomb", pages 37-39.
6. Feder, B., *The Nuclear Arsenals: Security or Suicide?* (Litton Educational Publishing, Inc., 1974). "How Did the World Enter the Atomic Age," pages 492-496.
7. Gardner, W. (et. al.) *Selected Case Studies Vol. II,* (Allyn and Bacon, Inc., 1970). "The Decision to Drop the Bomb," pages 149-169.
8. Hersey, John, *Hiroshima.* (Bantam Books, 1946)
9. Powell, D., *Ideas in Conflict,* (Scott, Foresman, and Co., 1967), "Should the U.S. Have Dropped the Atomic Bomb?" pages 146-161.

Resource People: Local community members, who lived during World War II, and agree to serve as "witnesses" during the "trial" proceedings.

Content: Students in a mock trial simulation activity present evidence related to Harry Trumen's decision to drop the atomic bombs on Hiroshima and Nagasaki in August, 1945.

Rationale: In the summer of 1945 with Germany defeated and the war in Europe over, the United States directed all its efforts toward concluding hostilities in the Pacific against Japan. By making the decision to drop atomic bombs on Hiroshima and Nagasaki, Harry S. Truman presented a dilemma which historians and the world are still debating – was the dropping of the A-bombs a necessary and justifiable military act, or was it an immoral act which constituted a "war crime?" Through research, interpretation, and analysis of materials dealing with the A-bomb issue, students arrive at a judgment on this controversial event in the history of the world.

Objectives: At the end of this lesson students should be able to:

1. Gather information appropriate to the issue in question.
2. Interpret readings, films, and/or oral arguments for bias and point of view.
3. Analyze arguments on both sides of the question as to their potential for use as evidence in the case.

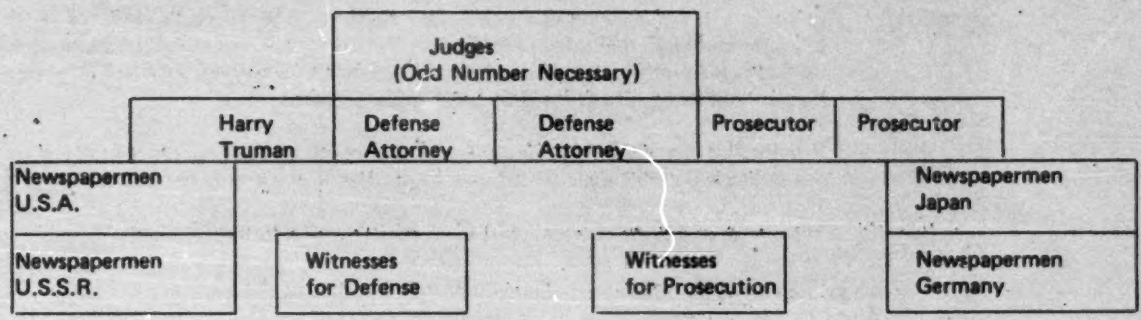
*Hiroshima-Nagasaki, 1969. Center for Mass Communications of California University Press.
**Truman and the Atomic Bomb. Learning Corporation of America.

Objectives (cont.)

4. Participate as an effective and active member of a mock trial dealing with the issue in question.
5. List arguments on both sides of the issue question.
6. Make a judgement about the decision to drop the atomic bombs.
7. Develop logical arguments to defend their position.

Procedures:

1. Teacher follows the procedures as outlined in EDU-GAME, Creative Classroom Activities, P.O. Box 1144, Sun Valley, California, 91352.
2. Optional suggestions for effective utilization of the game:
   a. Teacher sets up classrooms as depicted below:



   b. If teacher has access to videotape equipment, students serving as editorial writers and reporters produce an evening news program based on trial proceedings.

   c. Prior to any questioning of witnesses, student attorneys make opening statement about what they intend to prove and how they are going to accomplish it.

   d. Student attorneys may elect to bring in as a witness, a member of the community who was living and remembers the event. (This is an excellent way to incorporate oral history into the curriculum.)

   e. A tape recorder serves as the official transcript of the trial. (If available, proceedings may be videotaped.)

   f. During the two-day research and preparation period, the teacher gives the judges the following narrative from the Hague Convention on Land Warfare, 1907.

Hague Convention on Land Warfare, 1907

Section II. Hostilities

CHAPTER I. MEANS OF INJURING THE ENEMY, SIEGES AND BOMBARDMENTS

Article 22: The right of belligerents to adopt means of injuring the enemy is not unlimited.

Article 25: The attack of bombardment by whatever means, of towns, villages, dwellings, or buildings, which are undefended, is prohibited.

Article 26: The officer in command of an attacking force must, before commencing a bombardment except in cases of assault, do all in his power to warn the authorities.

Article 27: In sieges and bombardments all necessary steps must be taken to spare, as far as possible, buildings, dedicated to religion, art, science, or charitable purposes, historic monuments hospitals and places where the sick and wounded are collected, provided they are not being used at the time for military purposes.

It is the duty of the besiege to indicate the presence of such buildings or places by distinctive and visible signs, which shall be notified to the enemy before hand.

Article 28: The pillage of a town or place, even when taken by assault, is prohibited . . .

g. A judge reads the following indictment at the beginning of the trial:
Statement of Individual Responsibility for Crime Set out in Counts One and Two.
Will the defendant please rise.
The statements hereinafter set forth following the name of Harry S. Truman, defendant, constitute matters upon which the prosecution will rely INTER ALIA as establishing the individual responsibility of the defendant:
Charge: The defendant, Harry S. Truman did willfully violate international rules of war thereby committing crimes of war.
Count One: The defendant did on a date prior to August 5, 1945, give the order to drop a nuclear bomb on the city of Hiroshima thereby causing the deaths of between 100,000 and 300,000 people, and significant suffering on the civilian survivors, with no military justification for aforementioned action, and no warning to the population.
Count Two: The defendant did on a date subsequent to August 5, 1945, and prior to August 8, 1945, give the order to drop a nuclear bomb on the city of Nagasaki thereby causing the deaths of between 75,000 and 125,000 people, and significant suffering on the civilian survivors, with no military justification for aforementioned action, and no warning to the population.
Harry S. Truman, how do you plead?

Evaluation: Teacher uses debrief questions contained in EDU-GAME on page 5.

Assignment:

1. Students list, on paper, as many arguments in defense and opposition to Truman's decision to drop the bombs as they can, and make a judgement as to whether the decision to drop the bombs was necessary and justifiable. Students are urged to support their conclusion with evidence presented in a logical manner.
2. Each student imagines himself the editor or author of a U.S. history textbook used by tenth graders in the United States. He is to write a chapter about the dropping of the atomic bombs on Hiroshima and Nagasaki. The teacher announces, for this activity, a change in history. Instead of the United States being the first to develop and drop the bomb, the Soviet Union developed it and dropped it to end World War II. Students write an account of how U.S. history books might have treated this history making event.

Course: CONTEMPORARY ISSUES

Topic: The Corrections Controversy

Topical Question: What role does the penal system play in the United States system of criminal justice? How effective is the penal system in this country today?

Time: 3-4 class periods

Materials: "Planning Tomorrow's Prisons," *Case Studies – Future Planning Maps Opposing Viewpoints Series:* by Greenhaven Press, Box 831, Anoka, Minnesota 55303.

U.S. Prisons: Schools for Crime, 1971, Time Publishers, Inc.

Time Essay: "Criminals Should Be Cured, Not Caged," *Time* Magazine.

Bill of Rights Newsletter: "Crime, Confinement and Corrections," Spring 1975. Published by the Constitutional Rights Foundation.

Resource People: State penitentiary warden, state penitentiary deputy warden, prison psychologist, and prison guard.

Rationale: To give students the opportunity to critically analyze the current status of the penal system and to evaluate the impact of the system on U.S. society. In addition, to make students familiar with the various proposals for reform so that they might evaluate their potential for providing a better correctional system in the future.

Objectives: At the end of the lesson, students should be able to:

1. State and identify attitudes toward the correctional system in the United States.
2. Identify and anlayze the various proposals for reforming the U.S. system of corrections.
3. Evaluate the effects of swift punishment as opposed to the concept of the indeterminate sentence.
4. Analyze and evaluate the effectiveness of the U.S. penal system in relation to the entire U.S. system of criminal justice.

Content: A variety of activities make students aware of how this phase of the criminal justice system operates and provides the student with ample opportunity for analysis and evaluation of its total effectiveness.

Though complete objectivity is desired, the lesson is definitely structured for the purpose of convincing students that as future adult citizens, they can do much to promote and support correctional programs that really rehabilitate.

Procedures:

1. The Opposing Viewpoints Series: Future Planning Map entitled "Planning Tomorrow's Prisons" contains many excellent activities which can be utilized effectively for presenting some of the issues involved in the corrections problem. It is suggested, however, that Activity I "Comparing Prisons – A Case Study" be used as the motivation for the lesson. (This activity involves three different prison models and asks the student to rate the effectiveness of the models on a continuum scale. Students are then divided into small discussion groups for the purpose of developing a consensus on the ratings. The chief objective of this case study strategy is to have students identify their attitudes toward the correctional system.)
   (Note: This procedure is adopted from "Planning Tomorrow's Prisons" Future Planning Game.)
2. A panel of people who work in the correctional system are invited to the class for the purpose of discussing the penal system as it operates within the state. (The Maryland State Penitentiary has prepared a slide presentation and video-tape simulation for classroom use. These presentations are designed to reveal how the prison community operates.)

Procedures: (cont.)

During the panel discussion, time is provided for students to ask questions concerning the panelists' views concerning strengths and weaknesses in the correctional system.

Suggested questions are as follows:

a. What programs exist within the penitentiary for aiding the inmate in rehabilitation?
b. What are the major problems in operating a maximum security institution?
c. How are prison personnel selected for their respective jobs?
d. How should punishment differ between adult convicts and juveniles convicted of similar crimes?
e. If you had a chance to institute one basic reform, what would it include?

3. Students read the *Time* Essay entitled "Criminals Should Be Cured – Not Caged." In a round-table discussion, students discuss the following questions – suggested by the editors of *Time*.
   a. "Criminals Should Be Cured – Not Caged" is a statement of opinion as well as the title to the essay. Do you agree or disagree with the essayist's point of view as expressed in the title of the essay?
   b. Why is "isolation from society" a basic prison problem?
   c. The essay suggests that "prison should be located right in the inmates' community." Have students anticipate some of the arguments against this reform measure.
   d. The essay defines the criminal's basic problem as "his firm belief that society is wrong, not he." How does society contribute to criminal behavior?
4. Having completed several activities designed to acquaint them with how the correctional system operates, students play the "Sentencing Game." The instructions for using this simulation can be found in the "Bill of Rights Newsletter," Spring 1975 edition. In this activity, the class is divided into five sub-groups which simulate a separate sentence hearing. Each group chooses one member to take the role of the judge, one to serve as the defense lawyer, another to act as the prosecutor, another to represent the probation department, and a fifth to role play the convicted person.
   (Note: This activity can also determine how student attitudes have been affected after they have become aware of the status of the correctional system as it currently exists throughout the nations.)

Evaluation:

Students choose one of the following projects:

a. Prisons are political institutions (the creation of government). In order to change a federal or state prison, the politicians must be persuaded to write and pass laws that appropriate money for this kind of social change.
   In reference to this situation, devise a plan of political action that might succeed in convincing either your state legislature or Congress to write your version of a model prison into law or pass a law that would make at least one needed change for reform.
b. Visit a prison (if arrangements can be made) and write a description of your reactions to the experience.
c. Assume the role of a citizen lobbyist and write a brief position paper in which you support the reform of the correctional system OR write a position paper in which you defend the correctional system as it currently exists.

Course: CITIZENSHIP

Topic: Prison-What Does It Cost?

Time: Two periods

Materials: Resource sheet attached.

Rationale: When asked how they would solve "the crime problem" in this country many people are very quick to say, "Put all criminals in prison" with little or no regard to the cost to society not only in human terms but also in dollars and cents. The purpose of this lesson is to have students discover, through their inquiry, ***the annual operational cost of a prison.***

Objectives: Given a fact sheet, the student will

1. Set up a hypothetical prison.
   Determine the number of possible inmates.
   Determine the number of essential personnel.
2. Itemize and estimate cost of care of physical plant, laundry, food, other essential services.
3. Itemize types of personnel and salary of each.
4. Draw up a facility budget and defend it based on earlier items.

Procedures: The student should read the resource sheet provided and from the information put together a proposed budget for one year's operation of their prison. The student should break the budget down into the number of personnel needed, the facilities needed, the total cost and the cost per prisoner for one year. After the students have completed the project, have several put their budget on the blackboard and orally explain and defend it before the entire class.

Note: The following figures should be kept from the students until the entire activity is completed. You may want to give them these figures and have them compare their results with the actual cost.

1. In the U.S. today the average cost for a family of four at a low standard of living is $7,386.
2. Average cost of offender in prison for one year:
   a. Juvenile Institution: $7,000
   b. Adult Institution: $5,300

STUDENT RESOURCE SHEET

You are the warden of a prison housing 600 adults, it is your responsibility to prepare a budget for your institution for one full year. You must take into account the number of personnel needed to run your prison, the facilities required, the cost of food, electricity, heat and anything else you may deem necessary. Your task will include the following:

1. Determine the number of guards needed.
2. How many guards per shift. (3 shifts)
3. The number of teachers required.
4. The number of doctors required.
5. The number of cooks needed.
6. The number of secretaries needed.
7. The annual salary of all the above mentioned, plus the salaries of wardens and anyone else you think necessary.
8. The cost per heating your prison.
9. The cost per feeding your prisoners.
10. The final *total* cost. The cost per prisoner (total cost divided by 600.)

Suggested salaries and costs:

1. Guard, $9,000 per year
2. Teacher, $8,700 per year
3. Doctor, $17,000 per year
4. Cooks, $5,900 per year
5. Electricity, $10,000 per year
6. Food, $1.24 per meal
7. Secretaries, $7,500 per year
8. Wardens, $15,900 per year

As a follow-up, perhaps an administrator of one of the state penal institutions could be brought into the classroom.